

BUILDING YOUR PERSONALITY

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Building Your Personality

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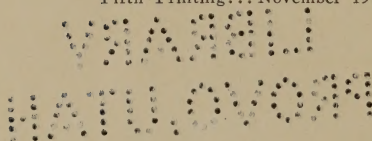
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Preface

THIS BOOK IS A COMBINATION of textbook and workbook. Its purpose is to provide a plan and to furnish reading materials by which the student may improve her personality.

The book also provides criticism sheets, tests, and plans whereby a student may arrive at a mentally objective attitude toward her own personality. Because criticisms and suggestions are easily forgotten and often misinterpreted, the book contains forms for written records of the evaluations of certain fundamental qualities of personality, and makes suggestions for the improvement of many phases of the individual's personality on the basis of these evaluations.

To receive benefit from the book, a student should conscientiously work out every problem and suggestion. First, she should take the etiquette test at the end of Chapter VII. She should also take a standardized personality inventory of the type of those listed at the close of Chapter I. After these initial tests have been completed, each group should work on the suggested discussion topics and projects listed at the end of each chapter. The inventories and the rating sheets need either the opinion of an expert

or the reactions of friends. It is highly improbable that the teacher in charge of the course will be skilled in all the ramifications of personality. She will probably need the assistance of a psychology professor, a clothing instructor, a speech clinician, a dermatologist, and a nurse or a doctor.

The author owes a debt of gratitude to many people for assistance, guidance, and inspiration in developing this course in personality improvement.

To Dr. J. E. Huchingson, President of Colorado Woman's College, and to Paul B. Baum, Dean of Colorado Woman's College, the author is indebted for the opportunities provided for developing the principles and methods set down in the following pages. To Dr. Elwood Murray, Head of the Speech Department in the University of Denver, the author is grateful for a new viewpoint in the teaching of speech. To Lee H. Winemiller, M.D., the author is also grateful for verification of part of this book. To Mrs. Helen Rumsey Robinson, for her inspiration and assistance, to Miss Faith Johnston for her suggestions in clothing, to Miss Julia Ptacek for help with table etiquette, to Mrs. J. E. Huchingson for her aid in details of general etiquette, to Mrs. Ar-Ve Lowry for ideas in beauty culture, to Mrs. Verna Mae Akers for help with posture problems, to Mr. Alfred J. Wands for supervising the sketches, and to Miss Jane Bradford Parkinson for her help, criticism, and suggestions, the author wishes to give her sincere thanks.

To the Good Housekeeping Institute and Lever Brothers Company for the use of their pictures on the care of clothing, to *Capper's Farmer* for the use of the etiquette photographs, to the *Physical Culture Magazine* for the examples of physical exercises, and to Colorado Woman's College for the pictures of campus activities, the author wishes to express her appreciation.

H. M. M.

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Building Your Personality

Personality

Is PERSONALITY some magnetic attraction which automatically gathers all human beings into its power? Can it be acquired? Is it the possession of all or of only a favored few? These are some of the many questions asked about this word, which is one of the most used as well as the most loosely used words in the English language today. To the average person, the word *personality* applies to physical attractiveness. To the person connected with the medical or the psychiatric profession, it includes physique, temperament, and character. J. W. Bridges says,¹ "Personality is a psycho-physiological concept, that is, it has both mental and physical aspects. Personality is the *sum total* and *organization* of mental and physical traits and processes, some of which are original and some acquired." J. J. Theobald believes that ² "personality is made up of all our traits and tendencies, their balance and relation, their expression, and their reaction on others."

¹Bridges, J. W., *Psychology of the Normal and Abnormal*. New York: D. Appleton-Century Company, 1930, page 449.

²Theobald, J. J., *Personality and Personalism*. New York: Prentice-Hall, Inc., 1931, page 16.

What Personality Is

These writers and others agree that personality is a total of racial characteristics, the inheritance from a long line of ancestors, and the interaction of these and the environment. This integration of all the elements of personality has been defined by Kahn as "character." In his book *Psychopathic Personalities*, he says,³ "But character is that factor which regulates the interplay between total personality and environment." The qualities which are inherited may be either developed or controlled.

Personality exists only in social situations. The term, as we use it, cannot be separated from society. One individual alone upon a desert island would have no personality. There would be no person whom he could impress. "Get-along-ableness" with the family and with school and college associates, and the number of close friends a girl has, are all considered when judging her personality. These things seem to depend upon a certain social sense. Without this sense, some go blundering along, always saying the wrong thing, hurting feelings, and never understanding why they are so lacking in friends. The haughty girl who comes to college determined to impress her associates with her financial or social importance at home lacks social sense and will find her self-importance very lonely company. The girl who is sensitive to the reactions of others is an integrated individual and will get along well socially; she represents the type of personality for which the others should strive.

Some of the numerous environmental factors which make girls develop into the types they do are: the home conditions, the number of children in the family, the attitude of parents toward the child, the age of the child

³ Kahn, Eugen, *Psychopathic Personalities*. New Haven, Conn.: Yale University Press, 1931, page 44.

relative to her brothers and sisters, and the position she occupies in reference to other playmates outside the family, to school-mates, and to teachers. Accidents, illnesses, and physical defects also call forth definite responses. Each of these factors influences the individual according to her degree of sensitivity. The following notes written by college freshmen show some of the things which leave lasting impressions on the personality. These girls gave various reasons for being troubled with self-consciousness in social situations:

Miss *M*, who is extremely shy in social situations, wrote, "When I was in the sixth grade I was called on to recite a poem which I had not studied enough. I forgot in the middle of it. A boy on whom I had a crush laughed at me. I forgot completely. Ever since I have been afraid to speak before a group for fear I shall make a failure."

Miss *H* wrote, "My father was rather set in his ideas about certain subjects. We seldom felt any inclination to dispute his word or offer another idea about the subject. We took his views, sat in silence. I find myself now unable to express my thoughts."

Another student wrote, "My parents are both natives of Iceland. During my childhood they were very strict. Any overexpression on my part was immediately halted. They were not temperamental or emotional, and spoke only when necessary. We lived on a farm away from people, so were alone a great deal. This made me shun society. I still find it difficult to converse with a group, and it is a real struggle to attend a social function or to speak in a class."

These student notes show that personality is ever in a state of flux. One can never say, "Now I have reached my goal. I shall stay the way I am." Every new situation, such as leaving home for school, meeting new associates,

adjusting oneself to being "on one's own" and away from family influences, a decreasing or growing number of friends, successes, failures, illnesses, and attitudes of acquaintances, exerts influences upon one's mental attitude and, consequently, upon one's personality.

What Personality Is Not

Contrary to the teachings of some psychics, palmists, phrenologists, and astrologers, personality is not miraculously given, and it can be transformed.

Among those who tell fortunes and claim to be psychic, these unproved ideas are commonly accepted: that blondes are flighty; that square hands indicate successful business ability; that a long line across the center of the palm denotes great intelligence; and that a queer bump on the side of the head betokens an abundance of reverence. Likewise, the beliefs that bubbles in the teacup signify the immediate arrival of money, and that cutting a black ace from a deck of playing cards evinces dire misfortune are also widely accepted among those who profess to foretell future events.

Certain astrologists assert that the star of zodiacal sign under which a person is born determines the type of personality and also forecasts the principal events of the person's life. For instance, one born under the sign of Sagittarius (between November 25 and December 22) is said to be destined to be "an original thinker, keen and quick: hard to get acquainted." The person born under the sign of Gemini (between May 23 and June 22) will be "negative, theoretical, but intellectual, restless, and fault-finding, and will have a tall body, sanguine complexion, brilliant eyes, and brown hair."

These theories have all been exploded by scientific investigation. If there were any truth in them, life would

be most simple. No person would be able to improve personality characteristics or to direct the events of his life in any way. Many accept these beliefs because such acceptance relieves them of any responsibility for self-improvement. Changing personality traits is a very difficult task, and hence one that the person gifted with average or less than average will power will avoid.

Measuring Personality

In order to assist people in better understanding their own personalities, psychologists have devised many ways of measuring personality traits. These methods may be classified as the biological, the clinical, the rating scale, and testing.

The biological method uses the case history. This method is most useful in speech, psychopathic, and family relations clinics. Welfare workers and many employment agencies have also found the biological method helpful. The interview type of procedure that it uses is most successful. However, the written case history, such as appears at the end of this chapter, is more convenient for group use. If the case history is to be successful as a measuring device, it must contain information about early influences upon the personality, and also about hobbies, interests, convictions on various subjects, attitudes, and reactions. This procedure has been found dependable only in proportion to the skill of the interviewer or the sincerity of the person who is filling out her own case history.

The clinical type of personality testing makes use of the mechanical devices which are helpful in developing the individual's ability to see herself. Voice recordings enable a person to hear her own voice and diction. Motion pictures enable a person to see her own posture, figure, bodily movements, gestures, and facial expressions.

The rating scale method of measuring personality is helpful in evaluating traits which lend themselves to description. The purpose of the person being tested in this way is to get the opinions of acquaintances and friends upon the traits described in the scale. From these opinions she is able to form some definite conclusions in regard to the effect of her personality upon others. While the results from these scales will be only estimates, they will be more dependable than information received in conversation, since the person filling in the scale will feel a greater responsibility and will attain a greater degree of objectivity. The number of persons who assist in the rating has much to do with the value of the information. Needless to say, several judgments would be superior to one. There is also space in the rating scale for the person to make an estimate of her own personality characteristics. This type of measurement appears in the "Personality Characteristics Rating Scale" near the close of this chapter, in the "Speech Effectiveness Diagnosis" at the end of Chapter II, and also in the "Personal Appearance Rating Sheets" found in Chapters IV, V, and VI.

The test, or inventory, is composed of questions varying in number from 50 to 600. Such questions as these are asked: "Do you sleep well?" "Do you often feel just miserable?" "Do you enjoy being in a crowd?" "Do you worry over spilled milk?" "Can you take criticism?" "Can you sit still without fidgeting?" "Do you cry easily?" "Do you ever contemplate suicide?" "Do you ever pass on the other side of the street to avoid meeting people?" The strength or weakness of a trait is recognized through the answers to these questions. The medians for each trait tested are available, so that one can compare her own characteristics with those of others. The results will tell whether one is below, above, or equal to the average of the groups which have previously taken the

test. Such traits as poise, self-confidence, character, sociability, tact, and egocentricity are measured. The inventories will show whether the person tested has a weak, ineffective personality or a controlled, potentially successful one. They will also show where the weaknesses lie. This knowledge is highly beneficial. It is the very foundation of self-improvement.

The *Bernreuter Personality Inventory* is of this type. It measures the traits of introversion, extroversion, dominance, submission, self-sufficiency, and sociability. Jung, the originator of the idea of this test, made two classifications of personality according to temperament, "introvert" and "extrovert." He described the introvert as a person "away from reality and absorbed in phantasy," and the extrovert as a person "tuned in," or adjusted to reality. These classifications have been so widely accepted that they will be used here as a basis for classification.

Introversion

Robert G. Bernreuter explains the introvert group as "imaginative and tending to live within themselves." People of this type have a tendency to be self-conscious, to worry too much, to suffer emotional upsets, to get their feelings hurt easily, and actually to be tortured in situations where it is necessary to meet people or speak in public. On the other hand, this group has characteristics that are necessary and fine. The inventors, scientists, authors, and dramatic actors are all inclined to be introverts. The thinking, planning, and detail, which must be done by long hours of study, are done by the introverts. They have much to give, but often fail as conversationalists and speakers because of these same introvert qualities. Some authors divide the groups into two sections each, the "mentally objective" and the "egocentric."

Miller and Murray, in their *Preliminary Manual and Key for the Personal Reaction Inventory*, have described egocentricity as ⁴ "failure to take into consideration what is going on in the minds of other persons in the situation. It is a preoccupation with self or with the action of others in relation to the self which prevents appropriate or adequate human relations."

The very opposite is true of the mentally objective person. She is careful to be cognizant of the mental reactions of others, is not self-conscious, and hence can concentrate upon the people and work at hand. This makes for smoothness in social contacts and a well-integrated personality.

The egocentric introvert is unable to make many friends, has countless prejudices, substitutes daydreaming for action, loses perspective, makes excuses to keep from facing facts and realities, and is emotionally unstable. In other words, the egocentric introvert thinks so continually of self that she builds up a barrier between herself and society. Her self-reference feelings, and her timidity and fear of failure, prevent her from making successful class recitations and from contributing conversation when in a strange group, and cause her to be utterly miserable in social or public situations.

The mentally objective introvert is one who may have some of the above characteristics but is able to convey her ideas to others successfully. Her mental energy is directed away from self, frequently toward some productive enterprise. As she is socially minded, she has satisfactory speech experiences, and her contacts with others are smooth. Persons of this type are skillful in analyzing and finding the truth, and tend toward the esthetic. Many of our finest orators, creative artists, scientists, and philosophers have been mentally objective introverts.

⁴ Miller, Lawrence W., and Murray, Elwood, *Preliminary Manual and Key for the Personal Reaction Inventory*. Denver, Colorado: University of Denver, 1938, page 1.

Extroversion

Extroverts, according to Bernreuter,⁵ will "rarely worry, seldom suffer emotional upsets, and rarely substitute day-dreaming for action." They do not worry over possible misfortune, their feelings are not easily hurt, they are not moody, nor do they fluctuate between happiness and sadness without apparent reason. The extroverts are not bothered by feelings of inferiority; neither are they lonely when in the company of others. For personal comfort and enjoyment, this is the preferred class. This group may also be divided into the mentally objective and the egocentric.

The mentally objective extrovert may be a potential social genius, for her entire energy can be focused upon others because she is not disturbed by self-reference feelings. She is apt to be a fine judge of human nature, to have control over her emotions, and to be tactful; consequently, she may be a successful leader. Some of our greatest statesmen, club leaders, and college presidents are examples of this type. 

The egocentric extrovert is prone to ignore the feelings of others and place herself always in an advantageous light. She is conceited, egotistical, and socially impossible. Her conversation is concentrated on herself and her own interests. She wants to control every situation and always strives for attention. 

Self-Sufficiency

Another important quality of personality is self-sufficiency. Self-sufficient people prefer to be alone, rarely ask for sympathy or encouragement, and tend to ignore the

⁵ Bernreuter, Robert G., *Manual for the Personality Inventory*. Palo Alto, California: Stanford University Press, 1935, page 1.

advice of others. They usually understand a problem better by studying it out for themselves than by discussing it with others. They find reading more helpful than conversation, and can become so absorbed in their work that they do not notice the lack of intimate friends. People who have little self-sufficiency will dislike solitude and be dependent upon others for advice and encouragement.

Dominance

The dominance-submission test shows in what proportion these two traits exist in any one personality. According to Bernreuter, "the dominant person has little trouble in meeting people and in starting conversation, seldom lacks self-confidence, and enjoys taking the initiative in introducing people, enlivening dull parties, and organizing groups." The effective politician, the strong executive, and the successful salesperson all have very strong dominance tendencies. The very submissive person is shy, is easily led, lacks self-confidence, and will be the wallflower type. Either extreme is undesirable. Since the well-balanced individual is the most effective in human relations, every effort should be made to average these two qualities.

Making Use of Tests

After a standardized personality test has been taken, it should be checked immediately and returned so that an improvement program may be launched. Unless the questions in the inventory are answered carefully and frankly, the appraisal will mean nothing. The purpose of the inventory is to give each girl a better understanding of herself and to enable her to check undesirable tendencies before they become permanently established.

In order to reveal further propensities, each student

should fill in the first blank column of the "Personality Characteristics Rating Scale" at the end of this chapter. As soon as this is completed, the supervisor will secure the information needed for the second column. When all the data are complete, the supervisor will discuss the scores with the individuals. On the basis of these findings, each individual should fill out the graph found in the latter part of this chapter. One line across the page should represent the individual's own estimates taken from the "Personality Characteristics Rating Scale." A second line should show the ratings of friends. Where there are several items listed under the trait in the rating scale, an average should be made for use on the graph.

The results of these tests should not be taken too seriously. Doctor Diethelm, in his book, *Treatment in Psychiatry*,⁶ wrote, "There are no tests which offer a thorough understanding of personality. There are certain tests with which one can investigate, for instance, intellectual resources. The result, however, should not be taken in a mathematical sense." Too much worry over the results is an egocentric trait and should be checked immediately.

Through the use of these tests, inventories, and charts, the problem of personality improvement has been broken up into specific parts. This has been done so that each student might have a definite understanding of the traits which go into the composition of her personality as a whole. While it is necessary to work with minor parts, the whole personality must be kept in mind. Changes in some details of personality are far-reaching in their results. For instance, many women long to be very thin. Some achieve this desired thinness at the sacrifice of health, disposition, and beauty. In such cases, only harm is done.

Since careful consideration of the problem-as-a-whole is

⁶ Diethelm, Oskar, *Treatment in Psychiatry*. New York: The Macmillan Company, 1936, page 8.

necessary before any personality changes are begun, let the following procedure be your plan:

1. *See yourself objectively.* It has already been stressed that the first step is to develop enough mental objectivity to see yourself impartially, to correct rather than excuse shortcomings, and to avoid emotionality over the findings of the tests. The personality inventory, the rating scales, the graph, and the criticism sheets are all compiled with the idea of making it possible for you to know yourself as you appear to others.

2. *Define precisely what your improvement problem is.* After your surveys are all made and you have talked them over with your instructor, summarize the results into definite statements of your needs.

3. *Make a plan for self-improvement.* This should include the daily routine of beauty culture, exercises, diet, and mental development.

4. *Act.* All this testing, studying, and talking will be of no value unless you do something about it. It will be tedious, but the girl who has persistence will see great improvement.

PERSONALITY CHARACTERISTICS RATING SCALE

Name_____

Directions for Scoring

In scoring each of the following personality traits, select acquaintances or friends or idealize persons for your standards of comparison. The scores will range from one point up to five points:

- Up to the standard of the best person you have ever known.... 5 points
Between the best and the average 4 points
About equal to that of an average person 3 points
Between the average person and one with very little of the trait 2 points
About equal to one who has very little or practically none of the trait 0 or 1 point

The scores in these columns are to be copied from the preceding scale.

		SCORES	
		My	Friends'
		Opinion	Opinion
A. Facial expression:			
1. Contented and cheerful....	_____	_____	_____
2. Reveals self-respect	_____	_____	_____
3. Reflects thoughts	_____	_____	_____
4. No habitual scowl	_____	_____	_____
5. No annoying facial move- ments	_____	_____	_____
B. Physical bearing:			
1. Sitting posture	_____	_____	_____
2. Standing posture	_____	_____	_____
3. Grace of movement	_____	_____	_____
4. Dignity of bearing	_____	_____	_____
5. Walk	_____	_____	_____

PERSONALITY CHARACTERISTICS RATING SCALE—(Cont.)

	SCORES	
	My Opinion	Friends' Opinion
C. Poise and self-control:		
1. Looks others in the face....	_____	_____
2. Genuine—no pretense	_____	_____
3. Nervous mannerisms	2 _____	_____
4. Emotional balance	_____	_____
D. Speech:		
1. Vocal quality	_____	_____
2. Spontaneity	_____	_____
3. Enunciation	2 _____	_____
4. Grammar	_____	_____
5. Quality of laughter	3 _____	_____
E. Conversation:		
1. Subjects interesting to others	2 _____	_____
2. Not unduly centered on self	_____	_____
3. Good listener	4 _____	_____
4. No off-color stories	2 _____	_____
5. Not too much detail	_____	_____
6. Tact in giving information	_____	_____
F. Vitality:		
1. Animation	_____	_____
2. Not easily fatigued	_____	_____
3. Strong feeling of well- being	_____	_____
G. Health:		
1. Weight to standard	_____	_____
2. Sense organs unimpaired	_____	_____
3. Regular exercise habits	_____	_____
4. Feels well	_____	_____
5. Sleeps well	_____	_____
6. Three meals a day	_____	_____
7. No sweets between meals..	_____	_____
8. From 6 to 8 glasses of water daily	_____	_____
9. Good natural complexion..	_____	_____
10. Alertness	_____	_____

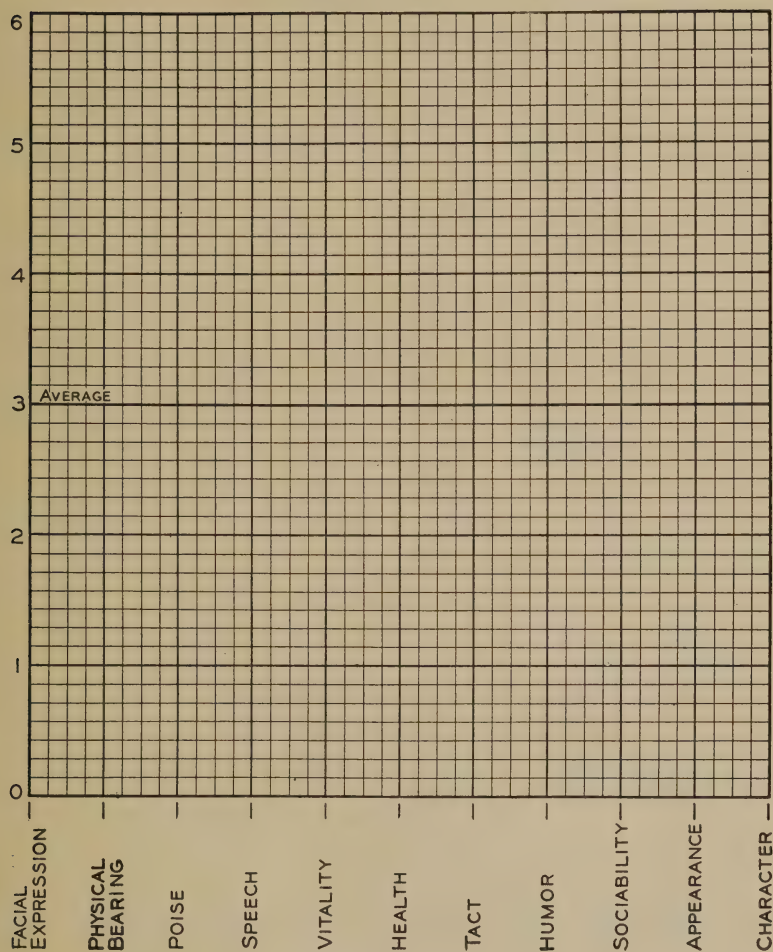
PERSONALITY CHARACTERISTICS RATING SCALE—(Cont.)

	SCORES	
	My Opinion	Friends' Opinion
H. Tact:		
1. Does not offend	_____	_____
2. Recognizes merits in others	_____	_____
3. Courteous in speech	_____	_____
4. Sensitive of companions' feelings and opinions	_____	_____
I. Sense of humor:		
1. Looks at humorous side of perplexity	_____	_____
2. Laughs at jokes told by others on oneself	_____	_____
3. Avoids coarse laughter	_____	_____
4. Does not worry over "spilled milk"	_____	_____
J. Sociability:		
1. Goes out of way to be kind	_____	_____
2. Is never snobbish	_____	_____
3. Helps others get acquainted	_____	_____
4. Remembers names and faces	_____	_____
5. Regards interests of others	_____	_____
6. Never offends others by gum-chewing in public	_____	_____
7. Enters wholeheartedly into activities	_____	_____
8. Tolerant of friends' mannerisms	_____	_____
9. Well liked	_____	_____
K. Dress:		
1. Wears harmonious costumes	_____	_____
2. Is well groomed	_____	_____
L. Details of personal grooming:		
1. Nails well-kept	_____	_____
2. No garish colors in make-up	_____	_____
3. Hair clean and brushed	_____	_____

PERSONALITY CHARACTERISTICS RATING SCALE—(Cont.)

		SCORES	
		My Opinion	Friends' Opinion
4.	Hair becomingly arranged	_____	_____
5.	No body odors	_____	_____
M. Character:			
1.	Dependable in any situation	_____	_____
2.	Loyal to friends	_____	_____
3.	Loyal to organizations	_____	_____
4.	Helpful to friends in all situations	_____	_____
5.	Is honest	_____	_____
6.	Sees things through	_____	_____
7.	Is prompt	_____	_____
8.	Has pride in efficiency	_____	_____
9.	Is industrious	_____	_____
10.	Finds things to do without being told	_____	_____

PERSONALITY PROFILE



Legend: My Opinion -----

Friends' Opinion _____

Group Discussions

- I. What characteristics should be developed and what ones should be rejected in the formation of a pleasing personality?
 - A. What are the essential qualities of friendship?
 - B. What personality traits do you consider most annoying?
 - C. What traits are essential for the ideal college roommate?
 - D. Which of the traits mentioned could you classify as either egocentric or mentally objective?
- II. Can a girl know too much about herself?
 - A. Might this lead to more introversion?
 - B. Is there danger of becoming too egocentric?
 - C. What is the relation of self-knowledge and the selection of a vocation?
 - D. How can self-knowledge be directed toward self-improvement?
- III. How can a well-balanced personality be developed?
 - A. What is the relation of introversion and extroversion to the well-adjusted personality?
 - B. Why is self-sufficiency essential to a well-balanced personality?
 - C. How does the amount of dominance possessed by an individual influence her personality?
 - D. What conditions might cause a person to become too much of an introvert, too dominant, too submissive, or lacking in self-sufficiency?
 - E. How can a person overcome the disadvantages of introversion and retain the advantages?
 - F. How can mental hygiene be used in the formation of an adjusted personality?

Projects

A. To diminish introversion.

The girl who rates above average in introversion will find it worth her while to do something about it. While introverts are necessary for the progress of civilization, they are extremely

uncomfortable in social situations. The person who is highly introverted actually suffers when she has to speak to a group or meet a stranger. The misery resulting from such self-consciousness is too wearing on the nervous system. It can be overcome, at least partially, by following these suggestions:

1. Attend every social function, especially the more formal ones which are usually evaded. Never sit quietly in the corner, but visit with as many people as possible.

2. Locate some girl on the campus who seems to be very much alone and unhappy. Get acquainted with her and help her to become adjusted.

3. Make it a point to get acquainted with every girl in the dormitory. Call each by name when you speak. It will soon get to be a pleasure to meet new people.

4. Make yourself contribute to some class recitation every day. Ask questions, volunteer information, and make special reports. An introvert will not overdo this suggestion.

5. Enroll in a public speaking or discussion class.

B. To overcome the undesirable traits in extroverts.

An extrovert usually fails to understand the sensitive, timid person. Many extroverts will hurt the feelings of others, make tactless remarks, or become loud and boisterous. These people may overcome such traits by developing mental objectivity:

1. Learn the interests of each girl in the dormitory. Converse with her about topics of common interest, such as her home town and home state. Be sure that you do more listening than talking, and that you learn as much about the other girl as she learns about you.

2. For a whole week do not mention yourself, your home town, or the high school from which you came.

3. Watch the facial expression of the next person with whom you converse. Try to catch her mental reaction to what you say. Was she interested or bored?

4. When you speak to a group, watch the facial expressions. When you finish, be able to tell which ones listened, which ones were interested, and which ones were obviously bored.



Fig. 1. The introvert should attend social functions.

5. Do something to please some acquaintance or friend. Let it be something which is really an inconvenience to you. Do not talk about it.

6. Study the likes, dislikes, hobbies, habits, and aversions of your roommate and associates. Try to eliminate the habits you have which annoy them.

C. To develop more self-sufficiency.

The person who lacks self-sufficiency is miserable when alone and is seldom successful in business. For the sake of herself and her associates, the girl who lacks the normal amount of self-sufficiency should exert every effort to develop this characteristic:

1. Initiate some activity for yourself which you can enjoy all alone. It may be to take a trip, to see a show, to enjoy a sport, or to visit a session of court. Do something and enjoy it.

2. Spend an evening alone. Plan every minute of it, and do not allow yourself to be lonely or unhappy.

3. Make your next important decision by yourself. Ask the advice of none. Act.

D. To reduce self-sufficiency.

The girl who is too self-sufficient often misses many desirable friendships. She also gets into difficulties which could have been avoided had she asked advice from a well-poised person, capable of giving counsel. One whose self-sufficiency is above average should endeavor to overcome this handicap:

1. Go to every social affair. Go with someone and meet as many people as possible.

2. Set aside time to visit with other girls. Do not allow yourself to become antisocial.

3. When you have an important decision to make, ask the advice of a capable person. This may be a parent, a teacher, or a friend. Weigh the advice fairly, and then make your own decision.

4. Ask some person to do a favor for you and express your gratitude when it has been granted.

E. *To develop dominance.*

1. Divide the work in the dormitory room and do only your rightful share. Do not be imposed upon.
2. Be sure to have your way with your friends at least half of the time. Be firm, but not unpleasant.
3. Stand staunchly for the principles you have. Do not allow your friends to lower your ideals.
4. Make a speech which is so well prepared that you thoroughly dominate the situation. Speak loudly enough for all to hear, and speak so positively that your audience will know that you believe in your subject.
5. Take a course in discussion or debate.

F. *To decrease dominance.*

The girl who is too dominant will find people avoiding her. She will be the type of woman who "hen-pecks" her husband and appears "bossy." A girl should recognize and overcome this tendency while she is young:

1. Allow other people to speak in class. Do not recite every day.
2. Follow the suggestions of your associates in matters which do not involve principles. Be agreeable.
3. Do not argue. Do not state opinions as if you were stating the law and the gospel.
4. Ask questions about the things you do not understand.
5. Avoid courses in debate and discussion.
6. Practice being tactful and pleasant.

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Speech

WHEN A WOMAN SPEAKS, her appearance becomes a secondary element of personality. If her speech is beautiful and her conversation interesting, she will be considered charming. If her voice is unpleasant, if her grammar is poor, or if her manner of speaking is egocentric, no amount of physical beauty can give her a charming personality. Speech is the chief means of exerting influence. It can be the means of gaining many friends or of driving them away.

Doris was a splendid example of what a girl can accomplish when handicapped by lack of beauty. She had none of those qualities which make a girl instantaneously popular with either men or women, but her voice was low and pleasing and she was interested in people. Her friends' problems were her problems. Before many months had passed, this homely girl was the most sought-after student on the campus. At the close of her freshman year, she was given the highest honor the campus afforded, the presidency of the student body. Why? Because she utilized her pleasing speech personality.

Every girl who wishes to be interesting must attain a good standard of speech, a pleasing voice, clear diction,

exact enunciation, correct grammar, effective gestures, and interesting subject matter. Besides this, she must be an integrated individual.

Voice Quality

Voices either attract or repel. The well-modulated, vigorous voice impresses others with the power and poise of personality. Few people have beautiful speaking voices. Those who possess this priceless gift can be attractive to others even though many other qualities of charm are lacking. Loud, coarse voices are always associated with undesirable people. No girl can be very charming if her voice is high-pitched, hoarse, nasal, or raspy. Every girl has some good qualities in her voice, as well as some imperfections. Sometimes these faults can be corrected by a change in attitude, by medical attention, or by vigilant practice with prescribed vocal exercises.

A very discouraging fact is that those who have irritating voices do not know it. A person does not hear her own voice as it sounds to others. Each individual hears the voices of others by means of sound waves entering through the outer ear. She hears her own voice by means of sound waves entering through the outer ear and at the same time by bone conduction to the inner ear. This gives her own voice a sound richer, fuller, and lower in pitch than it has for anyone else.

In order to improve a voice, it is first necessary to hear it as it sounds to others. The best way to do this is to have a voice record made. Then listen to this many times. Listening to the record once or twice will not suffice. It is always a shock for a person to hear her voice mechanically transmitted for the first time. The reaction is usually, "That does not sound like my voice," or, "I don't

believe it!" The egocentric girl may still believe that only the record, and not her own voice, seems irritating.

The next step is to make a diagnosis of the voice on the record with as much mental objectivity as if the record belonged to another. The instructor will need to assist each student in hearing her own voice by filling out the "Diagnosis of Speech Effectiveness" sheet at the end of this chapter. After this, the instructor should talk with each girl about her voice and compare the record and the criticism of both the good and the bad qualities of her voice and her diction.

Voice Improvement

Voice improvement is tedious. It takes months of practice to overcome the habits of a lifetime enough to make a difference in vocal quality. However, those who are willing to work at it will achieve much satisfaction. The principal need in voices is adequate breath control. The production of voice is so complicated, the organs used for speech are so numerous, and the causes of poor voices are so varied that each student must be considered individually. After an adequate diagnosis has been made, the treatment can be determined from the references at the end of this chapter. If the cause of the poor voice is doubtful, or if it is a physical condition, a physician should be consulted. Much harm can be done by vocal exercises of the wrong kind or by exercising when rest is needed. The most common hindrances to good voice production are: egocentricity, poor breathing, tense throat, lack of resonance, lack of flexibility of the tongue, lazy lips, and unpleasant pitch.

Egocentricity affects the voice in either of two ways. The speaker may be trying so hard to speak correctly, and thinking so much about her speech, that she will become



Fig. 2. Every girl should have her voice recorded.

over-precise and affected. She may do the opposite. She may be so self-conscious that she becomes frightened. Her voice then gets high-pitched, thin, and breathy, in which case it is almost inaudible.

To overcome egocentricity, which is manifested by fright during speech situations, a person should first find out why she is frightened. The cause is usually subconscious. Some speech experience in her past has been unsatisfactory. Perhaps she has started to speak in public and forgotten her speech. If she could not complete the performance, afterward she may have developed a complex against talking in a similar situation. Perhaps this student had a family who laughed at her speech when she was a child. If she happened to be timid, she found it difficult to speak in any group for fear they also would laugh. Sometimes the egocentricity is caused by a physical disability. Often a girl who has a blemish on her face or who is so crippled that she limps will develop an inferiority complex. She will be sure that everyone is thinking of her deformity. This, of course, causes her to shrink from attracting attention to herself in any way. She becomes introverted. This is reflected in her speech.

The speech instructor should have the girl who is suffering keenly from fright in speech situations think back over her history to find the original cause of her difficulty. Talking with the teacher or writing down the causes often transfers the difficulty from the subconscious to the conscious mind. The cause once recognized, the speaker will cease to be troubled. If a probable cause is found and the individual still does not get relief from fright, she should search into her past for further causes. Besides finding the cause of her fright, the speaker must build confidence in herself as a speaker. The speech personality grows by satisfactory speech experiences. The person who makes a speech and does it with satisfaction to herself will find

it easier to speak the next time. Gradually she gains confidence, until she can speak well without too much wear and tear on her nervous system.

One of the surest ways of making satisfactory speeches is to prepare well ahead of time. This can be done in both public and private speech. After adequate preparation, the speaker must throw herself so whole-heartedly into her speech that she thinks only of her subject and of how the audience is reacting. This takes both practice and concentration. The girl who has difficulty in speaking will dislike to express herself, but she must bravely force herself into speech situations.

The timid girl should enter a class in speech, make class recitations, attend social functions, lead a church group, and in every way make herself face her problem. Her heart will pound, her breath will come spasmodically, her knees may knock together, and her hands may tremble so that she cannot read her notes; but what of it? Everyone goes through such experiences when she first speaks in public, applies for a position, or tries to sell something. The introvert will have a far more difficult time than the extrovert, but the one who earnestly wishes to succeed will overcome her timidity. It is a well-known psychological principle that terrifying things, if contacted frequently, eventually lose their power to frighten.

Breath Control

Breath control is most essential for good speech because breath is the substance of which the voice is made. If the breathing is full and deep, there is at least a basis for a good voice. If the entire lung capacity is not used in breathing, the voice is apt to be unpleasant. The voice may be thin and weak or it may be shrill. A high-pitched, shrill voice is produced when the tones are forced out by

the muscles of the throat because adequate breath is lacking. The tenseness of the vocal cords and throat muscles makes the voice harsh and high-pitched. Every girl who is willing to work for a good voice must start by practicing deep breathing. The following exercises are suggested:

1. Before the windows are closed in the morning, rise and stand firmly on both feet in front of the open window and take at least ten deep breaths. Exhale the first five slowly, then expel the next five explosively. Be sure that the entire lung capacity is being used.

2. Pant the alphabet. Keep the chest held high and use the control muscles.

3. When taking the daily walk, practice taking deep breaths as described in the first exercise.

4. If breathing is possible only in the upper lungs, lie flat on the floor or on the bed. Relax, breathe deeply. It is much easier to get the control muscles to work when lying down. Rise and try to breathe properly while standing. Do not practice after feeling dizzy.

5. Practice sitting and standing with the chest held high. Do not slump, as slumping causes part of the lung capacity to be restricted.

6. Practice reading several lines on one breath. This will prevent breathiness if care is taken to use as little breath as possible to produce a tone.

Tense Throat or Rigid Jaw

A tense throat or a rigid jaw may be caused by nervousness or by not opening the mouth sufficiently. The result is a high-pitched, shrill voice with unpleasant word sounds. *Was* becomes *wuz*, *because* sounds as if it were *becuz*, and *fire* is pronounced *far*. Those who find themselves getting higher in pitch as they talk should practice the following exercises:

1. Whenever a speaker finds her voice getting unpleasant, she should relax. She should relax not only the throat muscles, but the muscles all over the body.

2. If it is possible to do so, drop the head on the chest. Let it hang there until it pulls the body over from the waist with its own weight. Keep the knees straight, but dangle the upper body and arms loosely. Rise slowly, allowing the back to pull the body into position gradually. Repeat this relaxation exercise until all tenseness is gone.

3. Repeat the following exercises several times daily until correct habits of pronunciation are established. Substitute for the suggested words those which you mispronounce because of a tense throat.

a. Yawn deeply to relax the throat fully.

b. Say *ah*. Be able to place two fingers between the teeth during vocalization.

c. Pronounce the following: *ah-just*; *ah-for*; *ah-when*; *ah-was*; *ah-get*; *ah-because*; *ah-far*; *ah-aunt*.

d. Yawn deeply several times; then read aloud until the jaw begins to get tense again. Repeat.

Hoarseness

Hoarseness which persists must be prescribed for by a physician. Far more harm than good is done when vocal exercises are taken by one who is suffering from a serious throat defect. Sometimes complete rest is the best treatment. If a hoarse voice must be used, the throat should be relaxed completely. This can be accomplished by yawning or thinking of swallowing any large article, such as an egg. During speech the central muscle should force the breath through the vocal cords. Speech sounds should be made against the teeth at the front of the mouth and with the tip of the tongue. Proper placement of words may be acquired by practicing the following sentences. Care should be taken to place the tone correctly and to force the breath from the central part of the body.

1. Place your words at the tip of the tongue.

2. Speak tirelessly from the front of the mouth.

3. Bring your speech forward against the teeth.

4. Do not swallow your words, but send them up and out.

Nasality and Denasality

Nasality and denasality are difficult to differentiate by merely hearing the sounds. Robert West, in his book *Disorders of Speech and Voice*,¹ gives several tests which will be helpful in telling the two apart.

Nasality, which is rather common, may be caused by several things:

1. The soft palate may fail to close sufficiently, so that too much air is permitted to pass through the nose.
2. The palate may be too short.
3. The muscles of the palate may have become incoherent during adenoid, tonsil, or infected throat difficulties.
4. Poor speech models.

Denasality also may have several causes:

1. The soft palate may close so tightly that not enough air is permitted to pass through the nose. A common cold or sinus trouble will often bring about this difficulty.
2. The muscles of the palate may become so weakened from throat difficulties that they do not respond promptly.
3. Poor sound models.

If speech difficulties are very great, medical advice should be sought. Under ordinary conditions the following exercises will help the soft palate muscles to become more responsive:

1. Use a mirror and watch the soft palate work.
2. Say *m-m-m-m* with the soft palate down, and *ah-ah-ah-ah* with the palate up. Repeat.
3. Say *m-m-m-m* with soft palate down. Say *ng* with the palate up. Say *m-m-m-ng*.
4. Pronounce the following words: *walk, stork, auk, balk, broke, bike*.

¹ West, Robert W., *Disorders of Speech and Voice*. Madison, Wis.: College Typing Company.

For denasal tones, supplement this set of exercises with those for head resonance.

Resonance

Resonance in the voice is the intensifying and enriching of sounds by the vibration of the voice through the front of the face, head, and chest. The colorless voice is lacking in the proper amount of resonance. Such a lack may come from several causes:

1. The breath support may be weak.
2. The voice may not be sent forward to the front of the face.
3. The muscles of the vocal cords and resonating chambers may be rigid.
4. There may be obstructions in the nasal passages.

The exercises for the production of a richer, fuller voice must first of all provide for more breath support. Often all that is needed is more force from the central muscles of the body. The person with a thin, childlike voice should take the exercises for breath control suggested in this chapter. She may supplement these with the exercises in any of the speech books listed at the end of this chapter. Besides the breathing exercises, the following ones will help:

1. Relax the throat, using plenty of breath support and hum:
m m m m m, n n n n n, m m m m m.
2. Prolong the *ng* when repeating the following: *ding-dong, ding-dong, ding-dong, sing-song, sing-song, sing-song.*
3. Repeat several times. Prolong the *m* sound: *ā-m-m-m, ē-m-m-m, e-m-m-m, ī-m-m-m, ō-m-m-m, ōō-m-m-m, ā-ng, ē-ng, ī-ng, ō-ng, ū-ng.*

The voice will not sound whining, shrill, or weak if one forms the habit of speaking only with ample breath sup-

port. The words should be placed forward in the mouth. Enthusiasm prevents a colorless voice.

Flexibility of Tongue

Flexibility of the tongue can be acquired by performing some of the following exercises:

1. Hold the lips together. Trace around the teeth and the roof of the mouth with the tongue. Press hard. Repeat several times.

2. Repeat rapidly: *lay, lee, lie, low, low; dād, dēēd, dīd, dōd, dūde; tāte, tēēt, tīght, tōat, tōōt.*

3. Practice the following:

a. Truly, Tiny Tim toddled to town Tuesday.

b. Lovely lilies linger lovely in the pools.

c. Daisy Dorsey did dive dandy.

d. He toted the tie ten times to Tom Thornton's timber.

e. Theophilis Thistles thrust ten thousand thistles through the thick of his thumb.

f. Stop, shop, save at the Snap Shot Shop.

Lip Laziness

Lip laziness causes speech to become muffled and indistinct. A person who finds that lip laziness is the cause of her poor speech should watch herself in the mirror while she speaks or have a close-up movie taken while speaking. The following exercises should be practiced morning and evening until the habit of adequate lip movement is established.

1. Repeat this exercise three times:

bāb, bēēb, bīb, bōb, bōōb

mām, mēēm, mīm, mōm, mōōm

Continue the word practice by combining these vowels with *f*, *v*, and *p* as in the above.

2. Exaggerate the use of the lips in the following sounds:

ā ō, ā ō, ā ō, ā ō, ā ō

ē ō, ē ō, ē ō, ē ō, ē ō

m ō, m ō, m ō, m ō, m ō

p ō, p ō, p ō, p ō, p ō

b ō, b ō, b ō, b ō, b ō

3. Read carefully once and then read more rapidly a second time:

Penelope purposely purchased a plump, purple grape pie.

A big black bug bit a big black bear.

Buy rubber baby buggy bumpers at Bob's.

Many maimed men meander meaninglessly.

Pitch

The pitch has much to do with the effect of the voice on the listener. Most women pitch their voices too high. Nervousness is the usual cause of this. Women who are to lecture in public, speak over the radio, or talk with strangers often become self-conscious and nervous. The muscles of the whole body become tense and the throat muscles are drawn tight, so that the pitch of the voice is forced higher than usual. The cure for such tenseness is relaxation. The girl who habitually speaks in a voice which is displeasingly high should have her friends tell her of it until she becomes able to detect tenseness in her own voice. The following exercises will help to relax the tired muscles and lower the voice:

1. Listen to your own voice record.

2. Find on the piano the pitch to which you most often revert.

3. Read the following sentences and make up similar ones.

Lower the tone with each word that is written lower in the line:

a. The rock fell down

down

down

down.

b. He came nearer

nearer

nearer.

c. The boat sank lower

lower

lower.

4. Be careful never to talk in a high pitch, and constantly listen to yourself speak, until the habit of a pleasing pitch is established. Remember that a variety of pitch is necessary to prevent monotony. Pitch which is too low to be becoming to a woman can be raised by deliberately speaking at a higher pitch. This can best be accomplished by using a piano. The low-voiced woman can find the pitch to which she habitually returns. The pitch can be raised a whole tone or a half tone by sounding the tone on the piano and talking on that pitch. If the speaker does not allow herself to lapse into the old practices, the habit of speaking higher can soon be established.

A sentence such as the following will help to establish variety of pitch:

and still higher.

higher

higher

They hike up the mountain higher

Gestures

No woman can be charming unless she has an expressive, animated face. Friends and attention are the rewards of animation. The girl who thinks that she must not display any emotion only makes herself unattractive and uninteresting. Unfortunately, blank faces are often interpreted as expressive of blank minds. Most people who show no emotion or expression on their faces are not aware of the fact. If they stand in front of a mirror, they put on their best facial expression for the occasion; but they do not remember to use it elsewhere. Every girl should practice facial expression just as faithfully as she practices her

vocal exercises. A list of emotions should be made, such as, "I am so thrilled," "I hate you," "How dare you!" These should be read before the mirror. After the face has been exercised for a while, it will register thoughts without being reminded.

The eyes are the most effective part of the face for transmitting thoughts. They reinforce the meanings of the words by showing the moods and emotions. The wise speaker will always hold attention by keeping her eyes directly upon the faces of her audience.

Expressive hands are a great aid in assisting the voice. They can be used to point out, to measure, to emphasize, and to express mood. When not in use for direct gestures, they should be left relaxed at the sides or held loosely in front of the speaker. Hands in motion distract the attention of the listener from the speech. Hands clasped behind the back are not available for use.

The feet should be placed with the heel of the front foot near the instep of the other. Feet too far apart give the appearance of a tomboy and not a lady. During ordinary speech the weight is evenly distributed between the two feet. In moments of excitement or emphasis, the weight can be shifted to the forward foot.

The use of the body as a whole is necessary to good gestures. The person who is alert and who has her weight on the forward foot gives the impression of force and decisiveness. The one who slumps cannot make her audience believe that she is at all enthusiastic or even sincere about her subject.

Poise

Poise is another essential for good speech. The well-poised individual must be well integrated. An integrated speaker is one whose organs of speech are all functioning smoothly together to set forth an idea. An integrated

member of society is one whose faculties are all working smoothly together for the common good. Few people become integrated in every way. Egocentricity is the most frequent cause of a speaker's becoming disintegrated. If an individual's mind is on her feelings, she cannot keep her thoughts concentrated on her audience and her speech—there cannot be co-ordination of the whole toward a single goal. Shaking knees, pounding heart, and a trembling voice are evidences of egocentricity and disintegration. This lack of composure is distressing to both the speaker and the audience. Both actually suffer.

The well-poised individual has all her faculties thoroughly under control. No matter how nervous she may be, she appears self-assured because she has mastered certain requisites:

1. When a speaker is called on, she should rise and walk deliberately to the front of the room. When she has reached the most advantageous place for speaking, she should stop and face her audience. She should be deliberate and never start talking hurriedly or breathlessly. After she has looked at her audience, she must take time to breathe deeply, so that she can gain her composure. Then she may start speaking. The well-poised woman never rushes.

2. The speaker who wishes to secure the confidence of her audience will use only meaningful gestures. Her hands will not flutter. She will not pace the floor, sway back and forth, or twist about. She will be in complete command of herself and her ideas.

3. The woman with poise watches the members of her audience and speaks directly to them in a conversational manner. She is mentally objective enough to know whether they are interested, whether they approve of what she is saying, and whether she needs to change her method

of approach. She never once glances away from her audience. She knows that eye-contact is essential in conversation, whether the audience is one or a thousand.

4. The nervous person should accept every opportunity to speak in public and to meet people. This is the only way to overcome timidity. When people refuse to do what they know is best because they "don't like to do it," they are turning their backs on the opportunity for self-improvement. As a rule, the road to personal betterment and achievement is hidden behind things people do not like to do. Those who are too lazy to perform these tasks never find the road. They never blame themselves, but complain about "fate" and "never getting the breaks."

The timid person must prepare for speech situations carefully so that she will speak with satisfaction to herself. In this way she will gradually develop her speech personality.

Conversation

Conversation should be an exchange of ideas. Everyone present should contribute, but none should talk too much. A friendly conversation is no place to exhibit knowledge or give a lecture. The topic of conversation should be of interest to each member of the group. Each must be willing to listen, as well as to add information, make comments, or ask questions. Anyone who is mentally objective can become a good conversationalist.

The shy introvert must practice talking with others and being interested in people. There should be no trouble in finding topics of common interest. Light conversation can be made around any of the following: news of the day, food, foolishness, books, articles in magazines, hobbies, sports, and interests of the group. Over two hundred freshmen girls in college speech classes were asked what they disliked most in the conversation of their college asso-

ciates. The following objections are listed in the order of frequency:

1. Constant talking about self is most objectionable.
2. Continual conversation about the people "back home" is boring.
3. Letters from home which are read aloud are of interest only to the reader.
4. Strangers are uncomfortable when told intimate family secrets.
5. Repeated information about roommates or boy friends ceases to be thrilling.
6. Frequent fault-finding becomes unpleasant.
7. Endless chatter about trivial matters, especially during study hours, is annoying.

If a girl wishes to be thought of as a charming individual, she must not complain, gossip, or talk about herself. She must be loyal to her family, her friends, the firm for which she works, her school, and her town. One who speaks of any of these in a disparaging manner will speak of anyone or anything in the same way. Those who hear her talk know that she cannot be trusted as a loyal friend. The charming woman will never be guilty of telling a story which is not worthy of her. If the conversation has been on unpleasant topics, a girl should try to keep from being considered a "killjoy" or a "gloom spreader" by at least concluding her visit on a cheerful note. Never will a really charming person permit a group to think that she is pessimistic or unpleasant. Before she leaves the group she will re-establish herself as an interesting, cheerful, likable person. The last part of the conversation will linger in the minds of the listeners and make them either want to seek the woman's company or wish to avoid her.

Tact is another important element of conversation. This is the ability to say or do things in such a kind way that the feelings of others will not be hurt. One person might say to another, "You look stunning in that hat." A more

tactful remark would be, "That hat looks stunning on you." The latter places the compliment on the individual while the former gives all credit to the hat. One who constantly thinks of the feelings of others will seldom be guilty of saying a cruel or a sarcastic thing. Sarcasm which hurts another should be avoided even though such avoidance prevents the speaker from being known as clever or humorous.

Mental objectivity is the essential quality for the charming conversationalist.

Introductions

Introductions play an important part in conversation. They may be so well made that a delightful friendship will result. They may be so poorly made that only embarrassment follows. The following commonly accepted principles of introductions should be observed:

1. Introductions which are properly made should include or imply, "May I present?" For instance, when Mr. Small is introduced to Miss Brown, the correct introduction might be, "Miss Brown, may I present Mr. Small?" or simply, "Miss Brown, Mr. Small." In the latter case, "May I present" is understood.

2. A man is always presented to a woman. If there is a great difference in age between two persons of the same sex, the younger is presented to the older.

3. An unmarried woman is presented to a married woman.

4. People of less prominence are presented to those who have gained recognition.

5. The proper manner of recognizing an introduction is, "How do you do." Never should "Pleased to meet you" or "Glad to know you" be the response.

6. A man should rise for an introduction, while a

woman may remain seated. However, if a woman is meeting a person of note or an older person, she should rise. In her own home a hostess will seem far more cordial if she rises to meet a guest.

7. When taking leave of one just met, it is courteous for the person leaving to say, "I'm glad to have met you, Mrs. Johnson," or "I hope I shall see you again." The answer to this should be, "Thank you" or "I hope so, too."

Girls should practice introductions and conversation until they can handle any situation without hesitancy.

Telephone Conversation

The voice expresses the personality of the speaker on the telephone. For this reason it is especially essential that the voice be both cheerful and pleasing. Speech must be slow enough to prevent the words from telescoping one another, must be distinct, and must be spoken closely enough to the mouthpiece so that the words carry over the wire. Unless the speaker talks directly into the transmitter, the result is indistinct speech.

Everyone who answers the telephone should have a prompt, pleasant greeting ready. It may be, "This is Harlan Dormitory, May Brown speaking," "Kappa, Kappa, Kappa house, Edna Jenkins speaking," "Chi Omega house," or "Keystone 6235." If the person for whom the call is made is not present, the one who answers should say, "May I take a message for her, please?" "May I tell her who called?" or "Would you like her to call you when she comes in?"

The person who is making a telephone call should introduce herself immediately. There is nothing more inconsiderate than, "Guess who this is!" The introduction may be, "This is Marie Wood, a student at the University" or

"May I speak to Miss Flemming, please? This is Helen Miller speaking." If the call is to a business house, the beginning might be, "Cosmetics department, please. This is an order for Patricia Carr at 1564 Pontiac Street."

When it is necessary to interrupt the conversation, the permission of the other person should be requested. It might be, "Will you hold the line, please, while I try to find Miss White?" or "Will you excuse me a moment while I check the register?" The telephone should never be left abruptly with no explanation to the person at the other end of the line.

In a social conversation the one who places the call should terminate it. It is only thoughtful of her not to take a great deal of the other person's time for a conversation which could be quite brief. Especially if the person at the other end of the line has to stand to talk or is in any way uncomfortable or inconveniently situated, the conversation should be short. If the telephone must serve a number of people, it is most inconsiderate to talk for a long time. The others in the house may want to place a call, or might receive a call, while one person monopolizes the instrument.

When the conversation is over, "Good-bye" or "Thank you" is said, and the receiver is replaced quietly. Slamming a receiver is as rude as slamming a door.

Word Usage

President Eliot of Harvard University once said, "I recognize but one mental acquisition as an essential part of the education of a lady or a gentleman—namely, an accurate and refined use of the mother tongue." The person who has a ready vocabulary, who can find just the right word at the right time, certainly deserves to be considered educated. The lack of social intelligence of many

people can be traced to their vocabularies. The woman who strives to get along well with others or to associate with educated people must have a wide variety of reputable words at her command.

There are several ways of acquiring a vocabulary: by hearing the speech of well-known speakers, by receiving the criticism of others, by reading good literature, and by a vigilant use of a good dictionary. Imitation is so innate that people soon adopt what they hear. Children who hear good English spoken in the home will have little difficulty with voice, grammar, diction, or selection of words. Good speakers heard on the radio and good speech heard in the schoolroom also help a student to acquire an adequate vocabulary.

Because bad speech habits are as easy to acquire as good ones, it is well for the student to have an English or speech instructor criticize her speech habits. Most college girls are unconscious of their mistakes.

Extensive reading is a means of acquiring a large and accurate vocabulary if the reader will take time to look up the new words in the dictionary. The dictionary habit is necessary for one improving her usage of words. When a reader looks for a word in the dictionary, she should find not only the word's meaning, but also its pronunciation and its synonyms. The person who speaks well has at her command simple words which express exact ideas. For instance, she will not say "walk" for every variety of bodily locomotion, but will use a word which exactly expresses the type of walking described. It may be *plod*, *trudge*, *tread*, *stride*, *stalk*, *strut*, *tramp*, *march*, *pace*, *toddle*, *waddle*, *shuffle*, *stroll*, *saunter*, *ramble*, *meander*, *prowl*, *bobble*, *limp*, *sneak*, *amble*, *bike*, or *slouch*. Each of these words expresses an idea which helps to make speech colorful and interesting.

Grammar

Correct grammar should be well established with the speaker of college age. However, mistakes are often made even by mature speakers. If a mistake is made habitually, the rules of grammar which cover it should be learned. The speaker should get her friends to assist her in overcoming the habit. Usages which are questionable should be avoided. Anyone who constantly makes mistakes in the correct form of verb, in the proper usage of adjectives and adverbs, or in the agreement of the subject and verb, is considered crude and uneducated.

Speech Improvement

Speech improvement requires definite planning. It demands that special time and attention be given to studying one's individual needs and to making a regular and consistent effort toward overcoming one's difficulties and toward recognizing and making the most of one's good qualities. Following are some pertinent suggestions:

1. Begin with a careful check of the speech history. Find out what incidents from the past are having a subconscious influence on the present speech. After they are discovered and are either written or discussed with someone, they usually are forgotten or greatly minimized.

2. Make use of the personality inventory to aid in finding personality defects which are bothering you. Seek and develop the characteristic most needed: dominance, self-sufficiency, or mental objectivity. Turn to Chapter I for suggestions.

3. Make use of such devices as motion pictures and voice records, as these are essential in the program of speech improvement. It is easier to improve if you can see yourself in action and can hear your own voice. It is helpful to know how other people react to your voice. The "Diagnosis of Speech Effectiveness" at the end of this chapter should provide this help.

4. Accept every opportunity to better your speech. If you have real trouble, enroll in a speech class and work diligently on every assignment.

DIAGNOSIS OF SPEECH EFFECTIVENESS

Name _____

1. *Speech personality as a whole:*

Sincere_____, affected_____, overassertive_____, negative_____, conversational_____, not conversational_____.

2. *Poise:*

Completely controlled_____, well controlled_____, frightened_____.

3. *Audibility:*

Too loud for the room_____, loud enough_____, weak_____.

4. *Rate:*

Satisfactory variety_____, monotonous_____, too slow_____, too fast_____, pauses too long_____, pauses hurried_____, misplaced pauses_____, clipped words_____, drawl_____.

5. *Quality:*

Beautiful_____, pleasing_____, unpleasant_____, lacks resonance_____, denasal_____, nasal_____, thin_____, hard_____, jaws tight_____, lips lazy_____, breathy_____, infantile_____, hoarse_____, tone muffled_____.

6. *Pitch range:*

Satisfactory variety_____, average variety_____, monotonous_____.

7. *Pitch key:*

High_____, pleasing_____, too low_____.

8. *Gestures:*

Effective_____, monotonous_____, inhibited_____, no facial expression_____, good facial expression_____, does not use whole body_____.

9. *Posture:*

Excellent_____, good_____, careless_____, stiff_____.

10. *Enunciation, articulation:*

Sounds not made correctly_____, clear_____, indistinct_____.

11. *Words mispronounced:*

12. *Errors in grammar:*

DIAGNOSIS OF SPEECH EFFECTIVENESS—(Cont.)

13. *Mannerisms:*

Clears throat too many times_____, moves about too much
 _____, too many *and's*_____, *ab's*_____, *why's*_____,
 others_____.

14. *Conversation:*

Interesting_____, centers too much on self_____, talks too
 much of people and happenings at home_____, talks too much
 _____, talks not enough_____, listens to others_____,
 never listens_____, fault finding_____, pleasant_____,
 loyal to friends_____, gossips_____.

15. *The following exercises are suggested for daily practice:*

16. Amount of time clinician has helped_____.
 What worked on_____, date_____.

 Clinician

Discussion Topics

- I. What is good speech?
 - A. What should be the standards for good speech?
 - B. What is the relation of integration to good speech?
- II. What is good conversation?
 - A. What are the requisites for satisfactory group conversation?
 - B. What qualities do you enjoy most in the talk of those about you?
 - C. What are good subjects for conversation?
 - D. What subjects should be "taboo"?
 - E. What is the relation of bodily response to conversation?
 - F. When is there an obligation for conversation?
 - G. When is there an obligation for silence?
 - H. How important is mental objectivity to good conversation?
 - I. How is egocentricity expressed in conversation?
 - J. Are "lines" effective?
- III. Proper introductions.
 - A. The importance of proper introductions.
 - B. How to make proper introductions so that both parties are complimented.
 - C. Correct ways of acknowledging introductions. (Mention some common faults.)
 - D. How may one take leave of a person just met?
 - E. On what occasions should one rise for an introduction?
 - F. When are introductions out of order?
 - G. When should one ignore the lack of an introduction?

Speech Projects

1. Make a record of your voice. Play it until you can hear how you actually sound and until you cease to be embarrassed when you hear it. After the record is made, fill out the "Emotional Inventory Sheet No. II" at the end of this chapter.

2. Have the "Diagnosis of Speech Effectiveness" sheet filled out by a speech instructor. Watch the qualities checked on the sheet, and try to hear them on the record and in your speech.

3. Practice the vocal exercises suggested by the teacher. Set a regular time for them in your schedule of the day's activities.

4. Dramatize proper introductions. Use the following suggestions and add to the list any others which the group would like to discuss:

- a. Two girls.
- b. A boy and a girl.
- c. Mother and a friend.
- d. A boy and your family.
- e. Mother and the college president.
- f. A girl to a group of young people.

5. Have a moving picture made of yourself as you speak. This will reveal your posture, your gestures, your facial expressions, and your bodily responses to speech. After you see yourself, you can better understand your needs.

6. How could you solve the following problems tactfully?

a. If you are walking down the street with a friend who meets an old acquaintance, and the two start to talk, what should you do?

- (1) Walk on.
- (2) Wait to be introduced.
- (3) Enter into the conversation as if you had met.

b. Your friend has just purchased a hat which cannot be returned. You feel it is most unbecoming. What should you say?

- (1) "I like it."
- (2) "I think it is most unbecoming."
- (3) "It is a lovely hat but it does not look as much as if it belonged to you as some others you've had."
- (4) _____

c. When you are attending a concert or a play, and your companion insists upon talking to you during the performance, which method would it be best for you to follow?

- (1) Pretend that you do not hear.
- (2) Shake your head in disapproval.
- (3) Answer questions as briefly as possible.

d. If you inadvertently walk into a room or a situation where you are out of place, which course of action would be best?

- (1) Acknowledge the situation by a brief apology and leave at once.
- (2) Ignore the situation completely and leave.
- (3) Apologize for interrupting and remain.

e. If you are hostess for a party and a friend who has not been invited stops to call, what would be the most thoughtful way to meet the situation?

- (1) Not mention that you have a party and invite the caller in.
- (2) Explain that you are entertaining and give the caller an opportunity to withdraw.
- (3) Explain that you are having a party and insist that the caller join the group.

f. If you are at a party and are thrown with someone whom you have not met, what do you do?

- (1) Pay no attention to her.
- (2) Introduce yourself.
- (3) Pretend that you had met.

g. If, in a group conversation, someone has made a remark which by its personal implication has offended or hurt another member of the group, how could you best help the situation?

h. If you were in a group of people who were chatting, leaving a stranger who knew none of the persons about whom they were talking entirely out of the conversation, what would you do?

i. You have been taken out to dine by a new acquaintance. You do not know what to order. What should you do?

- (1) Wait for him to suggest something.
- (2) Order the least expensive on the menu.
- (3) Show him that you are used to the best.
- (4) _____

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Poise

POISE IS THE FOUNDATION of a charming personality. It is the ease of mind and body which reflects the inner calm of well-being. The amount of poise possessed by an individual can be measured by the maturity of her behavior and by the integration of her reaction to social situations. A person's poise and self-confidence are also directly proportional to her ability to substitute mental objectivity for egocentricity. The mentally objective person has feelings of anger, grief, pain, fear, and jealousy. She recognizes them, however, and does not allow them to cause a lack of control annoying to others. They do not destroy her composure or disrupt her thinking. One who allows these emotions to control her thinking and her behavior is immature mentally.

Poise shows the attitude of an individual toward life itself. It reflects all the events of a lifetime. The inherited family characteristics combine with the environmental factors to shape personality, of which poise is a chief factor. If a girl has inherited a good nervous system, good health, and intelligence, and if she has had a pleasant home life where she was taught to be thoughtful of others and to be properly self-sufficient, she naturally develops poise.

Fig. 3. Fencing will develop poise and good posture.



Fig. 4. The best exercises are those taken out of doors.

A well-poised young woman will never have attacks of nerves or be obviously angry or irritated, but will keep serene and composed. She will be able to meet any emergency. She can speak to a group and hold their attention, and she can seem at home in any social gathering. If she is going to speak to a group, she will deliberately walk to the front of the room, pause, look at her audience, take a deep breath, and begin speaking. She will use the same procedure when entering a room. The poised woman will pause in the doorway, take a deep breath as she looks over the room, then go directly to her destination. If she attends a tea or a reception, she will locate her hostess as she pauses in the doorway, then go directly to her. The pause will do two things for her: it will allow her to enter the room as if she were perfectly composed, for it has given her time to get a breath and to know exactly where she is going; and, second, the pause gives an effect. The woman who is well dressed for the social occasion presents an attractive picture framed by the doorway.

After she has met the hostess, the poised woman will select a chair near some of the guests whom she has met. She will then sit still in a natural, easy, relaxed attitude while she talks.

Lack of poise indicates a maladjustment. Poor health, physical deformity, unsatisfactory social experiences, stresses and strains in the home or school life, too much or too little attention on the part of parents, or a more brilliant sister or brother might make a girl develop feelings of inferiority. Such feelings are disastrous to poise. An egocentric introvert is never well poised, but is so self-conscious that she cannot be emotionally well balanced, and, rather, sometimes presents a picture of flustered disintegration.

Lack of poise is apparent in behavior. Some of the behavior tendencies showing lack of poise are that the person

cannot stand still, paces the floor, sways back and forth, chatters, makes nervous gestures with the hands, fingers some gadget on her clothes, smooths her hair, scratches her head, twists her skirt, marks aimlessly with a pencil, giggles, titters, runs out of breath, or chatters endlessly, using rapid, muffled speech. Some people are the opposite of this. They are so self-conscious that they are tense. These people cannot use gestures, and their faces are blank. Bad voices usually accompany tenseness. The taut muscles pull the vocal cords so tight that the voice is pitched high and thin. Tense jaw and throat muscles make the speech muffled, colorless, and shrill or hoarse.

Poise can be developed. It is foolish for a woman to go through life bearing all the stress and strain that lack of poise brings. The emotional wear and tear to which a sensitive individual is subject is torture. Self-control, self-confidence, and complete emotional control, so essential to poise, can be developed. To do so, an individual must plan systematically and work untiringly, but the results far outweigh the cost. The following plan will be helpful in the development of poise:

1. The first requisite is good health. The girl who possesses good health should cultivate only habits that perpetuate this endowment. The girl who is ill, irritable, or nervous should do everything in her power to build up her health. Chapter VIII of this book is devoted to this phase of personality.

2. The next requisite in the development of poise is to secure release from the events in one's background which have conditioned her thinking and feeling. A thoroughly prepared case history, such as that suggested at the end of Chapter I, should be the initial step. This can be supplemented by the added page at the end of the present chapter.

Release from unhappy incidents in the past is important because the events of the past have a direct influence upon the emotional responses of the present. That is, a person who has had an unsatisfactory speech experience among his fellows may ever afterward be conditioned against speaking to a group unless the memory is consciously made inoperative.

A college freshman who trembled with fright at reciting in class and was so tense that her voice became a thin, weak, muffled sound said that her trouble began in the seventh grade. She had been a good speaker and had entered an oratorical contest. During her speech she forgot completely and left the stage in confusion. After that she was afraid to speak in public or even in a small group. She had almost forgotten the incident, but the subconscious influence was still felt.

Another college freshman suffered from self-consciousness to such an extent that she evaded all social gatherings. She was as excited and nervous at attending a tea as the average girl is at speaking before the college assembly. Her difficulty was based on a family tragedy. When she was small, her mother and father obtained a divorce. They lived in a small town where the people gossiped about them. The girl said that when they attended a public gathering, the people looked, whispered, and pointed them out to others. In order to evade notice, the girl and her mother ceased attending public functions and soon moved to a strange community. The effect of the experience was still strongly felt eight years later when the girl entered college.

The emotional experiences which the individual is most reluctant to relate, or to recall, have the greatest influence upon the personality. In one way or another the nervous system shows the stresses and strains. When normal expression is forbidden, the subconscious expression comes in

another form, such as fantasies or daydreams. These experiences are not difficult for the individual to locate, for they are always pressing into consciousness and taking possession. When they are brought to light, examined critically, and written about or talked about, their influence disappears. They must be brought from the subconscious mind to the conscious before their power can be overcome. The fact that the individual talks over her difficulty and faces the causes releases the repressed complexes, and they cease to affect her behavior.

The person who is seeking release from background events should go over her past history thoroughly. Every event which might have any bearing upon the present personality should be examined. Frequently, this procedure will uncover events which at first seem to have no connection with the present attitudes, but which upon careful scrutiny are found to be wielding tremendous influence. The study should continue until the influence of the past has been found and brought to light. It should be done thoroughly, and then forgotten.

A case which indicates real maladjustment should be referred to a psychologist.

3. Deep breathing, as a requisite to poise, has previously been mentioned. It has a remarkable effect on emotions. A person who takes a deep breath actually breathes in confidence and poise. The one who speaks to a group will do much better if she first fills her lungs with air. This device gives both confidence and breath-support.

4. Appearance acts as a stimulant to any woman's self-assurance. A woman is never well poised if she is conscious that she does not look well. If a woman is conscious that her clothes, her hair, her complexion, and her hands have all been well cared for, she is then free to forget her appearance completely. Perfect grooming is essential to self-confidence.

5. A mental attitude of self-confidence in regard to matters of etiquette is also essential. A woman must know the etiquette of every situation so well that she is never in a quandary as to what is correct. She should know the correct responses to every situation so well that correct behavior is automatic.

Every timid woman should also be mentally objective enough to realize that every other person is also worried about what people are thinking of her. When she meets a new acquaintance, she should forget herself and think of the acquaintance. To cure herself of timidity and self-consciousness when meeting someone new, she should think, "Poor dear, you are just as worried about making a good impression on me as I am about making an impression on you. We are both funny." When a person has a sense of humor that will enable her to see herself as funny, her battle for poise is partially won. Embarrassing situations will leave no great effect if they can be looked upon humorously.

Self-confidence may often be secured by thorough preparation for an occasion. A girl who knows her lesson and knows that she knows it well will have at least a degree of poise when she recites. One who has a thoroughly prepared speech will have little difficulty in going before an audience. The disintegrated speaker is most often the one who is worrying about what to say. If the event is social, a timid girl is wise to prepare some conversation so that she can be sure of contributing something.

Fear ruins poise. If a person feels well, looks well groomed, and knows that she can meet any situation, she will have poise and charm. Those girls who never seem able to acquire an *inner calm* should at least learn to be good actresses.

Exercises for Poise

The nervous, fidgety person must learn to relax in both body and mind. Ordinarily a girl can teach herself relaxation. The person who only becomes more and more tense under the desire to relax should have some assistance in her effort at relaxation. The following exercises should help to secure relaxation:

1. A girl who has difficulty in sitting still should try to become relaxed by using autosuggestion. She should think, "I am calm. My hands are getting heavy." The weight of the hands should be consciously experienced. Next she should say to herself, "I am calm, my hands are getting warm." Their warmth can be consciously felt. She can then continue the relaxation by thinking, "I am calm. My feet are getting heavy." She should continue until she can sit absolutely still.

2. The nervous, high-strung girl should find time at several intervals during the day to stretch out full-length on the bed. She should let the muscles go and entrust her limbs, trunk, and head to their own weight. She must lay aside all thoughts and moods which disturb. For several minutes she should remain perfectly still while she thinks, "My head is heavy, my arms are heavy, my body is heavy, and my feet are very, very heavy."

3. A girl who is very nervous about performing in public, and who wishes to gain composure, should try this exercise: Stand with feet apart and body erect. Stretch the hands above the head. Relax, in the following order, hands, wrists, elbows, arms, head, neck, shoulders, and upper back. Let the whole body drop forward and dangle loosely from the waist. Swing the trunk limply down between the legs. Remain relaxed for several minutes. Begin at the waist and gradually pull the body back into the original position. Repeat.

*Posture**Value of posture*

"She always looks chic, no matter what she wears," is said only of girls who have erect, graceful carriage. Per-

fect posture aids not only the appearance, but also the health and mental attitude. The girl who stands tall is helping her body function properly as well as improving her personality. The erect position gives self-confidence and a sense of well-being.

Good looks are impossible without good posture. The women who play the roles in motion pictures know that good posture is indispensable to the actress. At the very start of their careers, they are drilled to stand, sit, and walk gracefully. A girl will never be able to impersonate a charming lady unless she can habitually walk and stand impressively. A woman on the screen can never seem beautiful or wear her clothes with an air of distinction if her carriage is not exquisite.

Health is frequently impaired by bad posture. Constipation and fatigue are often the result of a person's letting herself slump. The abdominal muscles sag and do not perform their work well. More energy is needed to hold the body slumped over than to hold it straight. One who does not stand erect soon becomes fatigued. Stooped shoulders or an exaggerated spinal curvature put a great strain on the muscles of the back and legs. Pains in the back are often the result of poor posture. A vicious circle results; poor posture may cause poor health, and poor health may cause bad posture. In contrast, a balanced position eliminates muscle strain, prevents backache and fatigue, and goes far toward the establishment of good health.

Mental attitudes and posture are closely related. A person who draws herself up to her full height feels as if she were really important. She takes a deep breath to fill her lung capacity and becomes physically alert, eager, and poised. This eagerness is transmitted to the mind. This tall, alert woman is actually a different person from the one she was when all slumped over. The girl who slumps

cuts off her breath supply and looks as if she did not value herself very highly. Her friends will take her at her own evaluation.

Posture has economic value. The person who slumps, slouches, fidgets, or is too tense will find it difficult to find or hold a good position. There is usually a place for a person who is alert, poised, and erect. This type of woman can fill many positions where a pleasing personality is a chief asset. The girl who expects to earn her own living should acquire a good posture, for it is a business asset.

The social value of posture is readily recognized. The woman with a splendid carriage is noticed wherever she goes. The college girl who looks energetic and erect will find it easy to get dates for the leading events of the college year. Men like to be seen with a girl who carries herself proudly. The girl who stands erect and eager will have an influence over groups. She will find it easier to influence a crowd than will the girl who slumps over as if she were weary or did not care how her audience received her message. Everyone thinks more highly of a girl who carries herself like a queen.

Good position should be acquired for standing, sitting, walking, and lying. Exercises and concentration can develop posture for every girl who has a normal skeleton, good muscular development, and average health.

Standing posture

A girl who stands correctly will be poised so that her center of gravity goes straight through her body. A plumb line dropped from the ear would pass through the middle of the shoulder, hip, knee, and ankle. If a woman is to give the appearance of poise and dignity, she must:

1. Stand tall.
2. Hold the chest high.

3. Keep the shoulders down and back but not tense.
4. Pull the abdomen backward and up.
5. Keep the neck straight so that it feels as if the back of it were being stretched.
6. Flatten the hollow of the back by separating the shoulders from the hips as far as possible.
7. Think tall.

When a person stands still, the circulation of blood is slowed down. This makes standing far more fatiguing than walking. Since a balanced standing position is less enervating than an unbalanced one, it is especially important to have a good standing position.

Many women do not place the feet properly when standing. Some slouch on one foot, and thus throw one hip out of line. Others will have their weight evenly distributed between two widely separated feet. Those who wish to appear poised, energetic, and yet strictly feminine should practice a good standing position. The following is often called the "position of power":

1. Take a small step. This places one foot a few inches ahead of the other. The heel of the front foot should be an inch or two in front of the instep of the back foot.
2. Place the weight on the forward foot.

Another position of the feet which looks well and is restful results from placing them parallel. They should be from two to four inches apart. The weight must be supported on the outside edge of the feet.

Standing is far less tiresome when one's shoes have low or medium heels. Shoes worn for school, sport, or street should be long enough and wide enough so that the toes can lie straight. The shoes should leave plenty of space over the toes, but should fit snugly around the heel and across the instep. High heels tilt the body forward, so that added muscular effort is needed to hold the body up-

right. Because of this extra strain, the spine is curved more than is natural, and the abdominal organs are thrown out of line. Backache and fatigue result.

If one shoulder sags, or if the shoulders are rounded, a person looks as if she had been carrying a load on her back. Deep breathing will bring the chest up and the shoulders back. The muscles of the back should be strengthened by exercise so that they hold the shoulders in place habitually. Forward head, curved back, and sagging abdomen are the other common hindrances to good posture. The back may have a forward curvature, lordosis, or a lateral curvature, scoliosis. The following specific exercises will be helpful to a person having some of these posture difficulties:

1. *Lordosis.*

a. Lie on the floor with the knees bent so that the soles of the feet will be on the floor. Keep the hands on the floor at the sides of the body. Slowly raise the feet until they touch the floor above the head. Return the feet to the original position on the floor, flexing the knees. Do this ten times.

2. *Forward head.*

a. Clasp the hands back of the head while the head is lowered so that the chin rests on the chest. Raise the head, pressing backwards against the hands. Repeat several times.

b. Back up against the wall. Try ten times to touch the back of the neck to the wall.

c. Drop the chin to the chest. Keep the chin down and force the head back. Repeat five times.

d. Lie flat on the floor with the neck stretched as long as possible. Try to touch the neck to the floor.

3. *Stooped shoulders.*

a. Lie with the back on the floor and pinch the shoulder blades together ten times.

b. Lie on the floor with a pillow under the chest.

Count 1. Touch hands to the floor at the sides.

Count 2. Bring hands up over the back and clap.

Count 3. Touch the floor at top of the head.

Count 4. Clap hands at center again.

Repeat this exercise, counting to twenty.

c. Stand with the hands clasped, fingers down, in back of the body. Turn the palms to the floor, stand on tiptoe, and stretch the head as tall as possible. Walk around the room.

d. Standing, clasp the hands in front of the body. On count two, throw the hands backward, keeping them at shoulder height. Repeat this ten times. Stand in front of a mirror and assume a good posture. Walk away. Return, and observe.

4. *Flat chest.*

a. Clasp the fingers in front of you. Have the elbows bent and the shoulders and chest held high. With the left hand, pull the right arm across the body. The right arm should resist. Alternate. Repeat about eight times.

b. Slump forward, with arms, head, and shoulders entirely relaxed. Raise the upper part of the trunk, pulling the abdominal muscles in and the chest upward. Simultaneously raise the arms up sideways until they are shoulder high. Have the palms up and the elbows slightly bent. Relax the neck muscles and allow the head to drop backward as far as it will go. Keep the shoulders in the same position throughout the exercise. Repeat several times.

c. Place clenched fists on the chest. Keeping the elbows shoulder high, try to bring them as far back as they will go. Repeat about ten times.

5. *Protruding abdomen.*

a. Lie on the back with arms stretched overhead and the feet together.

Count 1. Rise to sitting position.

Count 2. Attempt to touch the toes; keep the knees straight.

Count 3. Slowly lie back into position.

Count 4. Relax.

b. Stand.

Count 1. Touch the left toe with the right hand. Keep the knees straight.

Count 2. Touch the right toe with the left hand. Repeat several times.

6. *General posture.* Exercises which develop body balance are excellent for the general carriage. The following exercises will improve bad posture or preserve good posture:

a. Swim regularly. There is no exercise of more value for developing every muscle of the body than vigorous swimming.

b. Play a game which requires brisk movement, such as tennis, golf, archery, hockey, or quoits. Indoor games such as ping-pong and bowling are also good.

c. Various forms of dancing are splendid for developing balance.

d. Balance a book on the head, place the hands on the hips, and stand with feet apart.

Count 1. Rise on the toes.

Count 2. Make a deep knee bend and sit on the heels.

Count 3. Rise to the position taken on count one.

Count 4. Bring the heels down to the floor. Relax.

e. Clasp the hands back of the head.

Count 1. Swing the left foot forward. Keep the knee straight and the toe pointed.

Count 2. Swing the left foot back as far as it will go. Repeat, using the right foot.

f. Stand in front of a full-length mirror and scrutinize your silhouette. Place the feet about four or five inches apart, with the toes pointing straight ahead and the weight on the outside edges of the feet. Hold the chest high and the head well up and back. Be sure that the shoulders are loose. Place one hand on the abdomen and the other on the buttocks. Push the buttocks down and the abdomen back and up. Hold this position for a few minutes. Relax and repeat.

Walking

A woman who walks well will have freedom of movement and rhythm. Her walk should in no way attract attention. One of the most difficult things to do is to walk gracefully up and down the stairs.

Climbing stairs

When climbing the stairs, the leading foot should be placed so that the weight is equally distributed on the heel and the toe. The entire weight is then transferred onto the front foot and carried by it until the knee is straight and the other foot is firmly planted on the step above. The back, shoulders, and chest should be in the same position as during regular walking. Many people slump over when climbing stairs; others waddle up, throwing the weight from side to side. Few actually carry the body upright and straighten the knee of one leg before transferring the weight to the other. To be graceful, a woman should ascend and descend stairs with economy of effort, rhythm, and good carriage.

Mannerisms of walking

Many egocentric people move about in a slovenly, careless manner to cover self-consciousness. Others are so high-strung that they dash about with excessive animation and eagerness. Some swagger or strut when they walk. Although the people who walk in this manner appear to think very highly of themselves, they may actually feel inferior. Sometimes these mannerisms are compensation for feelings of inferiority. Another type of walk is demonstrated by the very timid person who tiptoes about fearful of attracting attention. Her purpose is defeated, for the timid tread always attracts attention. Girls who walk in any of these awkward ways cannot possibly have the appearance of assurance and poise.

Improving the walk

Every girl should know how she walks, so that she can improve. Seeing herself walk is difficult, because most mirrors are too small for this purpose. About the only

way a girl can actually see her own carriage is in a motion picture. The one who takes such a picture should try to get the subject to think of something besides herself. When a girl is thinking too much about herself, her walk becomes unnatural. Few people can behave normally in front of a camera. Self-consciousness causes tenseness, awkwardness, or carelessness. The photographer or director may engage the girl in conversation, so that her mind will be diverted from herself to the subject about which she is talking. If she becomes interested in the conversation, she will walk and stand as she normally does.

A graceful walk is rare on any campus. The ladies of the stage and screen are almost the only ones who know how to walk beautifully. Those who wish to walk well should:

1. Walk in a straight line.
2. Toe straight ahead.
3. Hold the head high.
4. Pull the neck up so that it feels as if the back of it were being stretched.
5. Keep the chest high.
6. Flatten the abdomen.
7. Take dainty, yet not mincing, steps.
8. Transfer the weight smoothly from one foot to the other.
9. Walk deliberately with an economy of effort.

There are some exercises which are especially good for developing these characteristics of a graceful carriage. The best one devised is that of walking about with a book balanced on the head. This eliminates extra movements and makes the person stand tall. In countries where women carry loads on their heads are found the women who walk beautifully. Motion picture actresses are trained to walk by this method. Other exercises are:

1. Line the heels, hips, shoulders, and head up against a flat wall. Walk about, holding this position. The toes should be pointed straight ahead and the weight carried on the outer edges of the feet.

2. Dancing will develop rhythm, smoothness of motion, and balance.

3. Drop a handkerchief while dancing. Pick up the handkerchief from the floor while keeping the rhythm.

4. Dance about the room, or climb stairs, with a book balanced on the head.

5. Strengthen the muscles of the feet by walking on the heels while the toes are raised. Reverse, and walk on tiptoes. Other foot exercises will be listed in Chapter VIII. These exercises must not be neglected, for no one can walk gracefully unless the muscles of her feet are kept in good condition.

Sitting

There is beauty, dignity, and repose in the sitting position of a charming woman. She sits beautifully in drawing room, street car, or restaurant. The characteristics of a person occupying a good sitting position are:

1. She sits well back in her chair.
2. She holds her back straight, yet not stiff.
3. Her chest is held high, so that she can get adequate breath and also appear alert.
4. Her shoulders are well up.
5. Her feet and legs are placed gracefully.

A woman who seats herself gracefully will automatically take a proper sitting position. She should walk up to a chair from the side. When the forward foot is directly in front of the chair, she should pivot completely around on the balls of her feet. If the right side is next to the chair, the left foot should be ahead and she should pivot to the right. If the left side is next to the chair, the right foot should be placed ahead and she should pivot left. This will

place the back to the chair so she can sit slowly, bearing her entire weight on the back leg. This way of being seated is graceful, deliberate, and lovely. Every girl should practice it until she does it automatically.

When a woman wishes to rise, one foot should be placed back of the other. She then comes up slowly, bearing her entire weight again on the back foot. This can be done in a quiet way with no apparent difficulty. It eliminates all the struggle and flouncing through which many girls go when extricating themselves from the depth of an over-stuffed chair.

Some girls need exercises to strengthen the muscles of the legs before they can be seated in this manner. Bicycling, walking, deep knee bending, and any active games will be very helpful.

Feet and legs must be placed gracefully if a girl is to sit well. The feet should be kept well back toward the chair. They may be crossed at the ankles, kept parallel, or, best of all, one placed back of the other. Some people sit with their feet sprawled out in front of them. This is dangerous for both the owner of the feet and the people trying to move about the room. It also makes the girl who is in such a lounging position appear either very tired or greatly bored. Some girls ruin their appearance by wrapping their feet around the chair rungs or the table legs. Some keep their feet too far apart, and thus appear mannish. Others curl up in a chair, little-girl fashion, with feet tucked under them. The latter posture may be "cute," but it certainly shows no dignity or poise. Another position often seen is the reckless one where the girl's chair is tipped back and balanced on the back legs. All those present are under a nervous strain for fear she will tumble over. The girl who sits with her legs stretched out and her feet propped up on her heels with the toes

in the air may pass for a comedian, but she cannot pass for a lady.

One of the best exercises for developing the ability to sit well is to practice deep knee bending. This exercise was given as "*d*" under "General posture." It will develop the muscles of the legs so that a girl can easily balance her body when she is being seated or when she is rising. Any of the exercises for poise will be helpful in maintaining a relaxed sitting position.

Lying

It is as necessary to lie tall as it is to stand tall. The person who stretches out full-length in bed will sleep better and be more rested the next morning than the one who lies in a cramped position.

The Figure

Young bodies respond so readily to exercise that most girls can easily have good figures. Every girl should study her own figure from every angle. A tape measure, a pair of scales, and a mirror are the necessary equipment. Each girl should weigh and measure frequently so that she can be sure that she is making progress. At the end of this chapter is a posture and figure record chart which she should fill in with this information. An idea of what is considered perfection in figures by those in the show business is given in the figure measurements of the girls who dance in the chorus in Radio City: bust, 32 inches; waist, 24; hips, 34½; wrist, 6; thigh, 21; calf, 13; ankle, 8; head, 21½; neck, 12½; height, 5.4 feet to 5.5 feet; shoes, size 4½B to 5½B; weight, from 115 to 120 pounds.

Overweight or underweight should be corrected by diet. (Diet is discussed in Chapter VIII.) Faulty posture

should be corrected by regular use of the exercises listed in the first part of the present chapter. Large hips or a large waistline should be reduced by practicing the following exercises:

1. *Reducing hips.*

a. Count 1. Hold onto a chair with the right hand.

Count 2. Swing the leg forward and back. Keep the knee straight, so that all the movement will be free from the hips. Keep the trunk erect, pull the abdomen up, and lift the chest as the leg swings back. The leg should swing like the pendulum of a clock. Do this exercise ten times with each leg.

b. Lie with the back on the floor and the arms extended at the sides.

Count 1. Bring the right foot over and touch the floor as near the left hand as possible. Attempt to keep both hands and shoulders on the floor. This requires a good twist of the waist.

Count 2. Bring the right foot back into the original position. Repeat the exercise, using the left foot. Continue the exercise ten or twenty times.

2. *Reducing waistline.*

a. Lie on the back with the arms stretched overhead and the feet together.

Count 1. Rise to a sitting position.

Count 2. Attempt to touch the toes. Keep the knees straight.

Count 3. Slowly lie back into position.

Count 4. Relax.

b. Stand.

Count 1. Touch the left toe with the right hand. Keep the knee straight.

Count 2. Touch the right toe with the left hand.

Discussion Topics

1. Why does a college girl need poise?
2. How can she acquire it?

3. What is the value of good posture to the college girl?
4. When should exercise be taken?
5. How much is needed?
6. Plan a good exercise program.

Demonstrated Talks

1. Walks and posture seen around the campus.
2. Sitting positions common among college girls.
3. How to walk, sit, stand, and climb stairs correctly.

Projects

1. Pictures of each girl's posture should be taken. One should be taken of the side view and another of the front. Every effort should be made to get the girls to stand naturally.

2. A motion picture should be taken of the entire class. Each one should stand, walk, climb stairs, sit in a chair, and rise.

3. Each girl should keep the "Posture and Figure Record" found on the opposite page. Measurements should be made regularly.

4. After the posture and figure have been criticized, the special exercises should be approved by a physician before they are assigned. Sometimes a physical condition is present which would make ordinary exercises harmful.

5. The girl who has no poise, posture, or figure difficulties should take the general posture exercises regularly to keep in good condition.

6. A girl who lacks poise should attend many all-school functions. She should meet new people and talk with as many as possible. This plan will help her to establish confidence in herself socially.

POSTURE AND FIGURE RECORD

Age _____

Figure

Six-Weeks Period	1	2	3	4	5	6
Correct weight						
Weight						
Height						
Waist						
Hips						
Bust						
Thigh						
Calf						
Ankle						
Neck						
Upper arm						

Posture

Six-Weeks Period	1	2	3	4	5	6
Forward head						
Conspicuous scapulas						
Round shoulders						
Flat back						
Lordosis						
Scoliosis						
Sunken chest						
Protruding abdomen						

POSTURE INVENTORY

Check the characteristics which pertain to you.

Standing Posture

Head held: High_____, forward_____

Chin held: In_____, out_____,
high_____, sunken_____

Feet are: Far apart_____, close together_____

Knees are: Straight_____, bent_____

Toes point: Straight ahead_____, in_____, out_____

Appearance as a whole is: Alert_____, tense_____,
tired_____, slovenly_____,
other_____

Sitting Posture

Back: Well back in chair_____, straight_____, slumped_____

Feet: Together_____, far apart_____, crossed_____, one back
of other_____

Legs: Crossed_____, close together_____, apart_____

Takes seat: Smoothly_____, awkwardly_____

Rises from chair: Gracefully_____, with difficulty_____

Walk

Head is held: High_____, forward_____

Back is: Straight_____, curved_____

Chest is held: High_____, sunken_____

Feet are used: In a straight line_____, apart_____

The motion of the body is: Smooth_____, jerky_____

Other peculiarities: _____

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Dress

“CLOTHES” NEED ONLY be whispered about in any gathering of young women to set everyone agog with interest. This intense concern is justifiable, for the influence of women’s clothes has been far more powerful than the average person realizes. Clothes can make women fascinating or plain. Because of this fact, women’s fashions have upheld the ancient rite of matrimony and preserved human life.

Importance of Dress

England was saved from financial ruin by the power of dress. Following the Hundred Years’ War, the country faced economic disaster. This era was accompanied by a devastating plague which wiped out half the remaining population. The women of the country solved the problem. They dyed their hair yellow or auburn and dressed it beautifully. Necklines of dresses were softened. Dresses were made of fragile, dainty materials. Buckled slippers peeped tantalizingly from under graceful folds of skirts. The nation’s master minds were lured from their worries. A tax was placed on textiles, and the country’s economic problem was solved.

Another demonstration of the power of women's clothes came during the reign of Henry VIII. This fat, sensual King would behead one wife and promptly marry again. The ladies of his realm soon learned how to be unattractive. Every lady feared the roving eye of His Majesty. The cost of attracting attention was too high. The court ladies retreated behind bulky, formless dresses of coarse materials. Every wisp of hair was tucked firmly under a wimple, and no silk-clad ankles or jeweled slippers were allowed to peep out from under clumsy skirts. The women preferred to become the demure background for the colorfully bedecked males. Clever heads saved many a feminine neck.

Modern fashion is designed to attract attention and yet give the impression of quaint helplessness. Women felt keenly the post-war financial condition of our country. The modern miss decided that women have pounded the typewriter, stood up in the street car, and competed with men in job-hunting long enough. She has become a clinging vine in quest of a sturdy oak. Instinctively she knows that dress is the best device for securing masculine attention. Brilliant vintage shades and pastel flower tints have edged out the usual dull brown and black winter shades. Dresses have taken on feminine loveliness by using quaint capes, boleros, ruffles, pleats and flares, and lace, chiffons, ribbons, and flowers. Long skirts and tight waists have appeared to assist the modern girl to become a winsome lass. Clever women have found it easy to win a man's heart when they tip saucy, bedecked hats over masses of golden curls.

Psychology of Clothes

Clothes have a definite psychological effect upon the wearer. The girl dressed for active sports is prone to become loud and boisterous. The same girl wearing her hair

high on her head and her evening gown trailing on the floor will probably act the part of a well-poised lady of culture and refinement. A girl dressed in slacks might tilt her chair back and deposit her feet on a desk, but she would never be guilty of such carelessness if she were attired in formal clothes.

To be charming, a woman needs the assurance of being well dressed. This confidence in her appearance adds light to her eyes, gives a spring to her walk, and enables her to radiate a sense of well-being.

The mentally objective woman is released from self-reference feelings when she is conscious that she is well dressed. Her mind is free to concentrate upon the interests and comforts of her associates.

The egocentric girl finds that the consciousness of being well dressed is most essential. This type of girl is apt to overdress. All her thoughts center about herself, her dress, her appearance, and the impression she hopes to make on other people. Although she may be beautiful, she can never be charming until she develops new habits of thought.

Improper or shabby dress makes a sensitive girl egocentric. She will be so absorbed with worry over her appearance that she can neither do her best work nor make a pleasing impression on others.

In a speech class, the students who had difficulty in speaking were asked to record the extraneous thoughts which flashed through their minds while they were speaking before the group. The following are some of those given: "I kept thinking of how awful I looked," "I was conscious of wearing blue skating socks and a yellow sweater," "I thought of my stringy hair," and "I kept thinking of the grease spots on the front of my dress." These worrisome thoughts about appearance had crowded

out of the minds of these young women the really important thing, the subjects upon which they were speaking.

Often the experience of being unfortunately dressed has a lasting influence upon the personality. A college girl who had developed a bold, wise-cracking attitude admitted that it was caused by her reaction to being poorly dressed. After this girl's mother died, her father selected her clothes. As they lived in the country at the time, the clothes were chosen for durability rather than beauty. When this child was old enough to enter junior high school, the family moved to a near-by city. On the first day in the strange school, the children laughed at her braids, her long cotton stockings, her heavy shoes, and her much-too-long dress. Other girls were wearing bobbed hair, socks, and pretty short dresses. The sensitive little country girl covered up her hurt feelings by pretending she did not care.

Since first impressions are often lasting, a girl should be appropriately dressed at all times. Many people evaluate personality at a single glance. This evaluation includes the general effect of line, proportion, color harmony, costume details, and grooming. One fleeting glance may file a girl away in the observer's mind as slovenly or chic. If the appearance is not pleasing, few will bother to look for the "beautiful soul" which is supposed to lurk under the exterior of many a dowdy woman.

Lines That Flatter

By "line" in clothes is usually meant the outline of the silhouette and the general effect achieved by the seam lines and style lines. The style line includes seams, darts, pleats, and trimming. The seam lines join the sections of the garment together and also give emphasis to various parts

of the figure. The hem line, waistline, sleeves, and important seams furnish the seam lines.

Certain illusions are created by lines. The principal one can be illustrated by placing two identical ovals side by side. If across the center of one a vertical line is drawn and through the center of the second a horizontal line is drawn, the two ovals will appear different in size. The first oval will look taller and more slender than the second. This is because the eye naturally travels along the dividing line. The same principle can be used advantageously in clothes.

1. *Vertical lines* give the illusion of slenderness. When the eye follows a direct line up and down the center of a dress, the illusion is one of height. Panels, scarfs, front pleats, long collars, high hats, V-necks, and costumes of one color give the effect of oneness. If the shoes, hose, dress or coat, and hat are of one color, the eye travels the whole length without a break.

2. *Horizontal lines* create an appearance of stoutness. Broad collars, separate waists and skirts, bright belts, sashes of contrasting color, yokes, boleros, and horizontal ruffles direct the eye across the figure and make it appear stouter.

3. *Straight, hard lines* make a costume appear masculine, if the materials are sturdy. If the same straight lines appear in soft materials which fall easily about a figure, the effect is pleasing and feminine.

4. *A long diagonal line* tricks the eye even more than the vertical line. Because the hypotenuse of a triangle is longer than either of the perpendicular sides, a diagonal stripe, a long cape, or a flowing drape makes the wearer seem taller.

Tight skirts which cling to the body make the plump figure appear shorter and heavier.

5. *The repetition* of a line emphasizes it. Short strands of beads or a round dress neck tends to accentuate the round face. A square neck in the dress calls attention to a square jaw. Large lapels or a yoke emphasizes broad shoulders. Parallel lines around the bottom of a skirt make the skirt appear shorter and wider.

6. *Lines which contradict* a feature also have a tendency to emphasize it by contrast. A round face would not appear at its best with a square dress neck. For an in-between shape, such as an oval, it would be most becoming. The neckline should neither repeat nor contradict any features which are not good-looking. The neckline should soften and modify these features.

7. *Balance and proportion* are as important in making up a smart costume as in the composition of a picture. The lines of a dress should never divide it into two equal parts. This would be monotonous. The belt of a dress, for instance, should divide it into proportions of one-third and two-thirds. The jacket of a suit should break the figure into proportions of about one-third and two-thirds to make it symmetrical. The length of the skirt should be determined by correct dress proportions rather than by the style.

Large objects seem even larger in contrast to small ones. A large head appears huge in contrast to a small hat. A very small woman seems ridiculously little under a large hat. For this reason large women should not try to wear small designs in their dresses, wear small hats, or carry tiny handbags. Nor should the little woman have large designs in her dresses, carry large purses, or wear large ornaments.

8. *The center of interest* in every costume should be the individual's personality. Clothes should be only the background for the wearer. They should emphasize her good points and thus make her more charming. A costume is

a big mistake if it is so attractive that the individual, instead of the costume, becomes the background.

Color in Clothes

The selection of the key color of a wardrobe, like the use of line, is an individual matter. There are so few people who are pure types that it is difficult to set up a list of art rules which hold in even a majority of cases. The blue-eyed blonde with a creamy complexion can wear entirely different hues from the blue-eyed blonde with a pink tint in her skin. Complexion, hair, eyes, personality, and figure must all be considered when the colors for an individual's costume are to be chosen. The easiest way to solve this problem is actually to try on the colors.

Each clothes consultant should collect a number of color samples in several types of fabrics. A certain hue in a soft texture, such as soft velvet or crepe de chine, will be easier to wear than the same hue in satin. The color samples should be large enough completely to surround the face. Some samples may be of crepe paper, but others must be of various textures of cloth. These test pieces may be cut in strips or cut like bibs. When an individual tries on the color in this way, the consultant can immediately determine whether it adds to the girl's beauty or detracts from it.

Color and the individual

Personality must not be dominated by color. A timid girl should choose pale tints. Bright colors will overpower her personality. The very dominant, vivacious person can wear vivid colors with no fear of the effect of their brilliance. The shades between the pale and the gay are most becoming to the modest miss.

The figure must also be considered. Cool colors seem .

to recede, and warm colors appear to advance. Since bright colors seem to advance faster, they tend to increase size. A large woman's complexion is flattered by a warm color, so she should choose dull, warm hues. If her silhouette is poor, she should choose inconspicuous shades for her dress and use only a touch of her most becoming color near the face. The girl with a large waistline should avoid wearing a light blouse with a dark skirt, for this cuts her figure in two. Her dress and belt must be of one color and one material.

The complexion of an individual is affected by the colors she chooses. Dark values tend to take away color. People who are pale or sallow find that black worn next to the face makes them look tired and colorless. Brown and tan likewise accentuate sallowness, and hence must be avoided. These people must also avoid the cold colors, such as green and blue. As pure, bright colors emphasize every imperfection of complexion, they should be avoided by the girl with skin disturbances. If the skin is clear and has high color, then cool hues or black may be becoming, since warm colors will bring out too much the natural color in the face. No mistakes will be made with colors if students will not try to master art principles, but will allow a clothes consultant to evaluate critically each color as it is tested.

Either eyes or hair may be emphasized by repeating their color in a lower intensity or by the use of a small touch of the same hue in a bright intensity. Medium blue eyes may be apparently intensified by a softer shade of blue in the dress, or by a touch of bright blue worn on the hat. A large area of brilliant blue will tend to make the medium blue eyes appear gray. The hair color may be emphasized by using a duller color which is about the same hue as the hair, or by using a complementary color. However, it must be remembered that complexion, figure, per-

sonality, and the occasion for which the costume is to be worn must all be considered in selecting color.

The only sure way to know whether a color is becoming or not is to try it on.

Camouflaging the Figure

Every girl who wishes to look well in her clothes should develop a good figure. A perfect figure is desirable but, in many cases, not possible. Since almost everyone has the problem of overcoming some defects of posture or figure, each girl should study herself for an understanding of her own needs. She should then make every effort to correct these difficulties by the use of such exercises as those found in Chapter III. Meanwhile, she should make the most of her good points, and may achieve an effect of smartness by a proper choice of color and material or by a clever use of line and pattern.

Some of the following suggestions may be helpful to the girl who knows her specific dress problems:

The stout girl

The stout girl will appear smaller if she is careful of the line, the materials, and the colors she uses in her wardrobe. A soft material will cling to the body and accentuate every undesirable line. A stiff material will stand out and give the appearance of extra size. Therefore, the fabric used must have substance enough to hang away from the body, yet must not be stiff enough to make the silhouette larger.

Dull-surfaced materials in grayed shades will be most flattering to the large girl. One fabric and one color used throughout the costume will be more becoming than combinations of fabrics or colors. If shoes, hose, hat, gloves, and dress match in color, the effect of height will be

achieved, as the eye travels in one unbroken line from the shoes to the hat.

The long, vertical lines which are so becoming to the plump girl can be secured by the use of shoulder drapes, long sleeves, and narrow collars. Emphasis on the up-and-down line in the center front is always slenderizing and also of great importance. Since the most flattering proportions of a dress are one-third and two-thirds, it is of more importance to keep this proportion between blouse and skirt than to have the skirt a standard length from the floor.

The length of the stout girl's skirt should also be considered, since the skirt has a tendency to ride up in the sitting position. It is better to have the skirt a little longer than the average style than to have a woman's knees exposed when she is seated.

The neckline of a dress should be carefully planned. A V-neckline will slenderize a full face, while a round neckline will have the very opposite effect. The round dress neck, by repeating the line of the face, makes the face appear larger.

It is best to have the belt of the same material as the dress. Wide belts and sashes should be avoided. A narrow belt will have less tendency to call attention to the circumference. If the belt is made of contrasting material, it should have a dull surface rather than a lustrous one.

A substantial foundation garment should be part of the wardrobe of every stout girl. If the girl is well-proportioned, an all-in-one-piece foundation garment will be suitable. If the body is not well-proportioned, a carefully selected girdle and a well-fitted brassiere which comes down over the girdle will be advantageous.

The short person, as well as the stout person, should wear lines which carry the eye upward. This effect may

be accomplished by hats with high crowns or with up-turned brims. Other vertical lines in the costume which give the appearance of height are full-length coats, comparatively long skirts, long pleats, and panels. If the hose, the shoes, the dress, and the hat match in color, the eyes travel in an unbroken line from the feet to the top of the hat. The result is an illusion of added height. Flaring skirts and long capes also give the illusion of height.

The overweight girl should take her figure problem to an expert *corsetière*. She should try the various models of foundation garments until she finds the one that does the most for her.

The medium-sized girl

The girl of medium size has the most difficult dress problem. She must keep from seeming to be just another "perfect fourteen or sixteen." She must use a full-length mirror, study herself, choose her distinctive feature, and then make the most of this possibility.

The thin girl

The woman who is too thin can overcome the appearance of scrawniness by using lustrous or stiff materials, such as taffetas or organdies, in her dress. The slender woman should have the lines of her costume broken. She should avoid the long, unbroken lines so flattering to the plump girl. Her clothing should be comfortably loose, but never large enough to appear bulky. Horizontal lines, bright colors, fluffy laces, soft fichus, padding in the tops of sleeves, wide girdles, and wide sashes all help to give the illusion of extra size. Curves which are repeated also tend to add size. This principle may be used in beads, bracelets, round dress necks, and large designs in the material. The very slender woman should avoid short sleeves, long, narrow skirts, and high hats.

The tall girl

The girl who wishes to appear less tall and slender should utilize horizontal style and seam lines in her clothes. Large hats, wide collars, wide belts, peplums, ruffles, flowers, boleros, tunics, and capes will assist in gaining the desired effects. Large designs on thick, crisp, or lustrous fabrics also tend to break the height and to add width to the figure. Long, vertical lines in the center of the figure, tightly fitted clothes, long skirts, and V-necks should be avoided as much as possible, as they give an impression of height.

Individual irregularities

Round shoulders. The girl who has round shoulders will find that soft, rolling collars, square, wide, full shoulders, back yokes, and long capes help hide her defect. She will find that if she wears loosely-bloused waists to fill in the hollow below the prominent curve, or wears dresses with shoulder seams back of the normal line, her shoulders will be less noticeable. Tight waists, tight belts, sweaters, and fitted clothes make round shoulders more prominent.

Wide shoulders may be minimized by vertical lines in the dress waist, V-necklines, and raglan sleeves. The shoulders will appear even broader if Peter Pan collars, tailored collars, yokes, full sleeves, and full blouses are worn.

A *long neck* will look less out of proportion if tailored or Peter Pan collars, rounded, high necklines, or broad necklines are worn. Necklaces of large stones and fur collars or fur scarfs of long-haired fur give the neck a shorter appearance.

Short, fat necks are made to appear longer and more slender by V-necklines.

Large hips appear smaller when a bloused waist, puffed

sleeves, or a bolero jacket is worn. The skirt should be of average fullness and the costume so designed that the lines carry the eye away from the hips. Pockets at the hipline, tunics at the hipline, skirts narrow at the bottom, skirts worn with blouses, and short dresses should be avoided by the girl who has broad hips. Skirts of coarse, heavy, or loosely woven materials particularly should not be worn.

A *protruding abdomen* can be made to appear less prominent by a bloused waist, a bolero jacket, or a jacket long enough to come below the waistline. Wide or bright belts, sashes tied at the center front, and very tight skirts should be avoided. Figures with prominent abdomens are best controlled by girdles that hook down the front with steels. A brassiere should be chosen which fastens well down over the girdle. If the bust and hips are in proportion, an all-in-one garment may give the silhouette desired.

Setting Off the Face

Faces are set off by necklines. Since the length of the neck and the size of the head must also be considered, and since face, neck, and head may not all be of a corresponding type, the problem is often complicated. When there is difficulty of this kind, the face should be considered of greatest importance. These principles should be borne in mind:

1. A short face appears longer when set off by a V-neckline.
2. A long face is shortened by a round neckline.
3. A square jaw is subdued by an oval neckline.

If the head is narrow, the face short, and the neck long, the best solution is often reached by the trial-and-error method. A number of types of neckline may be tried on

in front of a mirror. Frequently the asymmetrical neckline is the solution. By this device, attention can be drawn away from the lack of harmony. A bright ornament or string of beads by way of rivalry or contrast will sometimes draw the attention away from some undesirable feature.

Appropriate Dress

Campus

For campus wear, good knitted suits, well-made sports dresses, or modifications of sports clothes are appropriate. Simple, well-made dresses will be sturdy, durable, and distinctively collegiate. In early fall and spring, wash dresses of cotton, linen, silk, or rayon may be worn. These have the advantage of being both easily and economically laundered.

School shoes must have low or medium heels. Oxfords are the most suitable. Sandals, satin shoes, and pumps should never be worn to school, even if they are no longer desirable for evening wear. Ankle socks are designed for sports wear, and may or may not be worn to classes, according to the customs of the individual campus. Hose worn with sports shoes should be of service or semi-service weight (four or five thread).

The best gloves for school are of either heavy leather, such as pigskin or capeskin, or some material such as suede cloth or knitted wool.

Hats should be close-fitting, simple, and comfortable. Bright scarfs, gay sports handkerchiefs, and harmoniously colored handbags add interesting touches to the school ensemble.

Jewelry should be extremely plain, and only a piece or two worn at a time. The keynote for the entire costume should be simplicity.

Sports

Sports clothes are designed for two groups of people: those who are spectators and those who are participants in the sports. The well-dressed spectators usually wear simple, tailored suits or dresses, low-heeled shoes, street hats, and gloves. Suits and dresses are now especially designed for spectator sports. These are made of sturdy materials and have simple, tailored lines. Such clothes can be as gay in color as the wearer desires. Gloves and hats are necessary only for those who attend public games.

The following are out of place for either spectator sports or active sports: sheer hose, expensive or elaborate jewelry, decorative hats, afternoon dresses, and fancy kid or silk gloves.

Each sport has its correct dress for the woman who actively participates. The same costume may sometimes be worn for more than one sport, but should not be worn on the street or about the campus. It is considered a breach of good taste for anyone to loiter about the halls, campus, or classrooms attired in a gymnasium suit or in an outfit designed for archery, fencing, golf, or other athletic sport.

Horseback riding calls for riding boots, riding pants, belt, hat or beret, tailored shirt, and a comfortable jacket of wool or leather. These often vary in style according to the location of the campus. Some of the Eastern schools use English riding habits. Many Western colleges adopt the costume of cowboy boots, wool jacket, jeans, and broad-brimmed hat.

Fencing requires a very definite uniform. Helmet, chest protector, divided skirt, low-heeled shoes, and one glove are needed; the glove is worn on the hand that holds the foil.

Archery can be carried on in any athletic costume. A



Fig. 5. A full skirt permits freedom of movement.

sweater, skirt, and low-heeled shoes make up an appropriate attire for this sport. A leather wrist protector is the only added feature.

Golf necessitates comfortable attire. Freedom in swinging clubs requires loose clothing. A sweater, or a dress with a loose pleat in the back, will allow this freedom of movement. Long sleeves will protect the player's arms from sun and wind. The skirt should be reasonably short and full enough to permit a wide stance. Shoes must have flat heels and must be extremely comfortable. Socks or service-weight hose should be worn.

Mountain biking necessitates high boots which protect the ankles from sprains and bruises. These boots should be

large enough to accommodate a pair of ordinary hose and a pair of heavy woolen hose. The woolen hose will be too scratchy if worn next to the skin, but are necessary to absorb dampness and make a cushion for the feet. Heavy breeches and a leather jacket are also necessary. These clothes must be of durable, waterproof material.

Skating gives a girl an opportunity to dress attractively in a short, pleated or flared woolen skirt and warm slip-on sweater. Gloves, socks, scarf, and cap of knitted woolen yarn are becoming and warm. The skating boots should be purchased with the skates attached to insure proper support. The plaid skirt, white skating boots, and matching accessories of the girl in the illustration could be worn attractively by most girls.

Skiing or tobogganing may be enjoyed only if the costume worn is loose and warm. The loose trousers and large jacket of the regular ski costume permit plenty of room for movement as well as for extra clothing and the long underwear which should always be worn. This costume should be completed with low boots and woolen socks, gloves, and cap. The miss who skis can choose colors as bright and gay as she wishes.

The swimming costume varies with the inclination of the wearer. The close-fitting, one-piece, knitted bathing suit of wool is superior for real swimming. Those who do not swim but only play or bask in the sunshine may select any of the elaborate suits which are so stunning when worn by the clothes models. These are often cumbersome when wet. It must be remembered that the chicness of a bathing suit depends entirely upon the posture and the figure of the wearer.

Snug-fitting beach sandals, a tight rubber cap, colored glasses, and sweater and slacks or warm beach robe, as one of terry cloth, add much to the comfort of the swimmer.

For college classes held in indoor pools, cotton suits are

required. The cotton suits can be sterilized each time they are worn.

Street

For street wear a simple suit is always appropriate. Tailored dresses made of crepe or wool are also good. Hat, purse, gloves, and medium or low-heeled shoes, matching or contrasting with the suit, are necessary to complete the ensemble. Street hose should be semi-sheer or semi-service. Accessories should harmonize with the dress and be very simple. Fancy dresses, elaborate hats, high-heeled shoes, and much jewelry are all out of place on the street.

Church

For church the street costume is correct. The ensemble should be simple, inconspicuous, and in the best of taste as to color and line. Hat, purse, and gloves are essential parts of the correct church costume.

Dormitory or sorority house

Dormitory or sorority house clothes are important for the college girl. Each girl should have a lounging robe or lounging pajamas. An easily laundered house coat of cotton or silk is also appropriate.

House slippers are much more practical than noisy mules for dormitory use. Lounging costumes are never worn in the dining room, lounge, or any part of the building where guests may be expected. As each girl in the dormitory does her share of cleaning the room and bath, and frequently does some of her own laundry, she will also find a simple house dress indispensable.

Each girl's wardrobe should contain an extra dress or two which can be worn to meals. At breakfast and lunch the girls will of necessity wear the dresses they wear to class. At dinner time they should change into something

different. They will find themselves fresher in appearance and will be more sociable if they take time to change clothes before the evening meal.

Tea

A tea guest should wear afternoon or street clothes. If the invitation is formal, the guests dress more carefully than usual, but still wear afternoon dresses. The shoes worn with afternoon dress may be pumps or they may have straps. They may have either medium or high heels. The hose should be of sheer chiffon. The gloves may be washable ones in white or in a color to match the summer costume. For winter dress, gloves are usually of kid or suede to match the outdoor costume. The hat should be of a type in keeping with the dress. The hostess and her assistants should wear ankle-length dresses without hats and gloves.

Dinner

For dinner, afternoon dress, hat, and gloves are worn if the affair is informal. If the occasion is formal, a sleeveless evening gown is appropriate. Hats are never worn with sleeveless dresses. High-heeled evening slippers or sandals, sheer hose, jewelry, and hair ornaments are accessories to the décolleté evening dress. Formal bags may be carried. These purses are usually made of rhinestones, gold mesh, sequins, or other glittering or colorful materials.

Girls should always dress for dinner. In most dormitories or sorority houses, simple afternoon dresses are correct. If special guests are expected, ankle-length dresses with sleeves may be worn.

Dinner dance

Dinner dances call for evening dress. If a guest is not sure as to the degree of formality of the occasion, she can

wear a sleeveless dress which has an extra jacket. The jacket may or may not be removed, according to the dress of the other guests. Slippers and hose may harmonize with or match the gown. Hats are never worn with evening dress.

Reception

For receptions, the dress depends upon the nature of the event. If it is a simple, daytime affair, afternoon clothes are worn. Hat and gloves are part of this costume. If the reception is to be formal, an elaborate evening dress, worn with gloves but without a hat, is proper. High-heeled sandals or slippers and sheer hose are essential. If possible, one should wear an evening wrap rather than an ordinary street coat with evening dress.

House party

When planning to attend a house party, it is best that a guest ask her hostess what clothes will be required. She should take these and nothing more. Too much baggage, as well as too little, is an inconvenience to all. A guest should take all essentials with her, as one who borrows may not be invited again.

Traveling

For traveling an inconspicuous dress or suit is desirable. It should be neat, comfortable, and of the type of material which does not wrinkle or show soil easily. A tailored negligee is essential for overnight trips. Inconspicuous oxfords, one-strap slippers, or pumps are appropriate with the travel costume. Hose should be semi-service weight. The coat should be a tailored one of simple cut. The hat should be simply decorated and the gloves should be of kid, leather, or substantial washable material. In color they should match either the dress or the accessories. A plain,

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dark purse of leather or fabric is usually preferred. Any conspicuous articles of apparel, such as glittering jewelry or bright-colored gloves or purses, are not appropriate for travel.

The School Wardrobe

The girl with a limited budget may appear chic, even stunning, if she plans her wardrobe painstakingly. Before she starts her shopping expedition, she must consider several things. The exact amount she has to spend on her entire wardrobe should receive first consideration. The smaller the amount of the "clothes budget," the greater the amount of planning to be done.

Many girls have not the least idea of the proportion of the amount of a budget which should go for clothes. The Society of Savings of Cleveland suggests that the individual who earns \$65 a month may spend \$10 for clothes, while one who earns \$90 may spend \$12 for wearing apparel. A family which has an income of \$250 a month may spend 12 per cent for clothes for the entire family. No girl wants to be egocentric enough to spend more than her share of the family budget.

As the amount allotted for clothes must be spread over every article of the wardrobe, the cost of each item should be estimated before a single thing is purchased. The wardrobe-as-a-whole is the important thing. Many a girl has spent her whole allowance on a beautiful dress for which she had no appropriate accessories. Dresses, shoes, hats, and gloves are smart only when worn with harmonious outfits. Flat shoes and pigskin gloves worn with velvet and lace would make a woman appear ridiculous.

The present wardrobe should be collected and examined. The color and type of the old clothes which must be included in the next season's outfits will determine largely the choice of the new clothes. The girl who possesses a

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good handbag and gloves which will go with a well-preserved pair of shoes may spend much of her allowance on a dress to complete her costume. If she has several dresses which are perfectly good, her problem is to remodel them and spend most of her allowance on appropriate accessories.

Key color

The key color for the new wardrobe must be decided upon. This is usually some color such as navy blue, black, gray, tan, brown, green, or white. If the garments left from last season's wardrobe do not determine the key color, the most flattering color should be selected. The other colors that can be used must next be decided upon. These are determined by the colors the girl has in her present outfits, the basic color she uses, and the colors most becoming to her.

The individual must be cognizant of her figure difficulties and know the costume lines needed to make them least conspicuous.

The season's activities

The needs accompanying the expected activities of the season must be carefully considered. The degree of formality of the evening clothes will depend upon the group with which the individual goes. Whether spectator sports clothes or active sports clothes are to be included in the wardrobe depends entirely upon the activities of the person herself. It is unnecessary to buy a great variety of outfits in any category. A complete ensemble will be necessary for each activity in which the girl participates, in both school and social life. The hat must correspond by repetition or contrast to the key color. It also must be of the same type as the dress. A dress hat appears ridiculous when worn with a sport costume. The same effect is produced when

flat-heeled sport oxfords are worn with a velvet evening dress. Each costume must be planned in detail so that a becoming costume-as-a-whole may be achieved.

Undergarments

Undergarments are important. The backless dress, the very thin dress, and the short dress each create a definite need for certain types of undergarments.

The laundry problem determines greatly the material of underthings. Satin and lace must be carefully laundered by hand. Cotton or linen may be sent to a laundry. The latter also have the advantage of being boilable. Seams should be substantial enough so that they will not pull out.

A girdle is necessary for the girl who wishes to have her clothes fit nicely. An elastic two-way-stretch girdle will serve very well for the slender girl. The heavy girl must endure stays and corselettes.

The costume-as-a-whole is the important thing. The wise shopper has planned every detail before she starts to buy. If she shops carefully and tirelessly until she finds just the things she planned to get, she may be able to gain a reputation for being a smartly dressed young woman.

Shopping Wisely

Every girl should know how to select good, serviceable merchandise. The less money in her budget, the more urgent is her need of careful shopping. When choosing a costume, the purchaser should know the type of material she is buying, whether it will wear well or not, whether it will wash or must be sent to a cleaner, and whether the garment is well made.

Materials

Materials are so cleverly made that it is difficult to tell wool from rayon or from a combination of rayon and

wool. Cottons are woven to look like silks, and rayons are confused with pure silk.

There are three types of rayon on the market in the United States. Viscose rayon was the first to be manufactured. Some of the fabrics made from it are: crepes, semi-sheers, taffetas, laces, jerseys, velvets, satins, and nets. Many of these fabrics will launder beautifully. All will clean well if sent to a reliable cleaner who understands the nature of the material.

Cuprammonium rayon is made from cotton linters, and has great strength even when wet. The main rules of cleaning which apply to viscose rayon apply to this group.

Acetate rayon is made from a combination of cellulose and acetic acid. As this requires a special fluid for dry-cleaning, the cleaner should be informed as to what type of rayon it is. The label in the material should tell whether or not it can be laundered. The common trade names for acetate rayon are: "celanese," "acete," "tubize acetate," and "Eastern Fabric."

The person who buys rayon garments should find out the type of rayon she has, how she should use it, and what care she must give it. If she then follows instructions, she can secure maximum satisfaction from the garment.

It is not always possible today to tell by the feeling or the appearance what fiber has been used to construct the fabric. Some fabrics containing a combination of silk and rayon or containing more than one type of rayon can be detected by the burning test. Rayon and wool are often spun together, and in combination cannot be detected by the burning test. If threads are drawn from a fabric, burned against a white background, and the odor noted, the type of fiber may be disclosed:

1. Cotton burns freely and gives a soft, light ash.
2. Rayon burns rapidly. The viscose and cupra varie-

ties of rayon give no ash. The acetate type rayon leaves a shiny bead which is harder than the bead left by silk.

3. Wool burns slowly, with an animal-like odor, and leaves a cinder.

4. Silk burns slowly, smells like burning hair, and leaves a single, soft bead.

5. Linen is best detected by pressing a damp finger under the fabric. The moisture is absorbed and a damp spot immediately appears on the surface.

Furs

Furs are flattering but expensive. They are difficult to purchase because so many inexpensive furs have been dyed to imitate the sturdier pelts. The trade names in many of them are misleading. If furs are bought from reliable merchants, the type and quality will be accurately described. A customer cannot tell the quality of a fur, for even a good fur, which usually wears well, may have been scraped inexpertly or not tanned properly. This may result in the hair of the fur becoming loose and falling out.

It is important to choose a fur which will best serve the purpose for which it will be worn. The girl who buys a fur coat should ask herself, "Where will I wear it?" and "How much will I wear it?" After she decides these questions, she can choose a fur which will fit her needs. A reliable furrier divides pelts into the following classes, according to their durability:

1. Very durable—otter, skunk, raccoon, beaver, and krimmer.
2. Durable—fitch, Persian lamb, sable, muskrat, kolin-sky, Hudson seal, and Alaska seal.
3. Semi-durable—fox, opossum, martin, and nutria.
4. Semi-perishable—ermine, weasel, caracul, squirrel.
5. Perishable—mole, chinchilla, broadtail, and Indian kid.

A shopper should, if possible, examine the under side of the skins, which should be white and supple. Yellowish or reddish skins should be avoided. Good skins have a high luster. Dull fur or heavy, stiff hair indicates a poor condition of the pelts. It is best to buy a fur coat from a reliable merchant whose shop is easily accessible, so that the coat can be serviced frequently.

Gloves

Gloves may be purchased in a great variety of materials.

Fabric gloves should have close, fine texture. As a rule, these gloves hold their shape well, wash easily, appear attractive, and have the advantage of being inexpensive. More and more, fabric gloves are being worn for dress as well as for sport. Suede and kid gloves are favorites for dress wear. Some of these gloves can be washed, but most of them must be drycleaned.

Kid gloves are soft and pliable, but stretch and scuff badly. The color of the less expensive suede gloves often wears off, or the leather cracks. A good quality of suede will wear well, wash well, and keep its color, but it also costs more. Pigskin, doeskin, calfskin, horseskin, and goatskin are all used in the manufacturing of sport gloves. These are more clumsy, but they are also more economical and more durable than dress gloves. If gloves are fitted loosely, made of good-quality leather, and have ample seams, they will wear well. The type of stitch and type of seam in the gloves will greatly influence the beauty as well as the wearing quality. The pique seam is best. In this type of seam, the edges are sewed together with one edge overlapping the other. One raw edge is exposed. The next best seam is made with the over-and-over stitch, used in most dress gloves. The wise shopper will see that the seams are wide enough so that they will not pull out. She will

also inspect the gloves for broken stitches. Good gloves are made in France, England, Belgium, and America.

Shoes

Shoes must fit well to insure perfect ease and comfort. They should be one-half inch longer than the foot and broad enough to allow the toes freedom to move. The widest part of the shoe should come at the joint of the large toe. The arch and heel must fit snugly. The heels should not be high enough to throw the body out of line. Shoes which measure up to these specifications and which are of good material should give both comfort and service. Cheap shoes are often made of sheepskin. These lose their shape quickly and scuff easily. Good shoes wear longer, fit better, and add to the grace and health of the wearer. Shoes worn for street are made of gabardine, calfskin, lizard, alligator, and goat. Those suitable only for indoor wear are made of satin, grosgrain, brocade, and lamb.

Hose

Hose are expensive even for the careful shopper. In order to make this expenditure as small as possible, every girl should purchase two or three pairs of hose just alike. She should also know what materials look best, what type of construction is most durable, and what weight is advisable.

Silk is the best material for hose because it has both elasticity and strength. Rayon hose lose their shape when wet. They also stretch too much when supporters are fastened tightly, and do not have the elasticity to come back into shape. Cotton and wool have their place, but are not useful for dress hose.

There are four styles of hose: full-fashioned, semi-fashioned, tubular, and cut.

Full-fashioned hose are knitted flat with a seam down

the back of the leg and the bottom of the foot. The ribs of the stocking run diagonally into the V-shaped intakes on each side of the big seam. This type fits best.

Semi-fashioned stockings are of a circular knit. These are shaped by pressing on a form. A mock seam is made in the back to resemble the full-fashioned variety.

Tubular hose are made for children; they are not shaped and do not have a seam down the back.

Cut hose are made from fabric, such as net or lace.

The durability of hose depends greatly upon the weight. The ultra-sheer hose are listed as "two-thread" chiffon. This means that every thread is made of two strands of thread twisted together. These hose are very fragile and should be worn only for evening. Three-thread hose are listed as semi-chiffon, and are suitable for afternoon or dress occasions. Four- and five-thread hose are called semi-service. The six-thread, seven-thread, and eight-thread hose are service weight. Semi-service or service-weight hose should be worn for school. Cotton, wool, or service-weight silk are good for sports wear.

Hose are examined at the factory. Those having flaws which will not affect the wearing qualities are labeled "seconds," "irregulars," or "imperfect." These are sold for less than the regular prices. However, it is best to examine such hose carefully before they are purchased to be sure that they are in good condition.

The hat

A hat should be tried on with the rest of the costume before it is purchased. After the whole effect has been scrutinized from every angle in a full-length mirror, the shopper should ask herself:

1. Will the hat go with several outfits?
2. Do I look better with the hat on than off?

3. Is it the correct head size?
4. Is it durable as far as workmanship and material are concerned?
5. Is it the price I decided to pay?
6. Is it conservative enough in style to be worn all season?

If the shopper can answer "yes" to these questions, she should certainly buy the hat.

Suggested Projects

1. Cut into scarf lengths a group of materials of a wide variety of colors, fabrics, and surface types. Try these on until you determine which are your best colors and which are your most becoming fabric weaves and weights. After you have decided these, check them on the rating sheet at the end of this chapter.
2. Carefully observe your figure from all angles. List your difficulties and your good points. Record these on the rating sheet. Read several clothing authorities on how to emphasize good points and overcome difficulties.
3. Examine your wardrobe. Are your present clothes of your most flattering colors? Are they planned so that they form harmonious costumes? Do you have a key color? List the colors you have in your wardrobe.
4. Plan your complete outfit for next season, using your most becoming color for a base. Make a list of garments you will have left over from last season. List the accessories you now possess which can be used again. Study these lists and plan what you will need to complete the costumes.
5. Keeping in mind the amount you have for your clothes budget for next season, estimate what you can spend for each article. Itemize these accounts and let your clothes consultant go over them with you.

PERSONAL APPEARANCE RATING SHEET NO. I

(To be filled out by the student in conference with a clothing consultant.)

Name of person to be rated _____

Color: One check should be placed above the color found to be the most flattering, and two checks placed above the second-best colors.

Red	Orange	Yellow	Cream	Green	Blue	Purple
Blue-Gray	Oxford Gray	Taupe	Black	Reddish Brown	Yellow-Brown	Dark Brown
Rust	Rose-Tan	Yellow-Tan	Ivory	Blue-White	Oyster White	White

Materials: One check should be placed above the material found to be most flattering, and two checks placed above the second-best materials.

Crepe de Chine	Rough Crepe	Woolen	Cotton	Rayon Satin	Satin	Velvet
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Intensity of color: One check should be placed above the most becoming hue.

Very Vivid	Bright	Medium	Grayed	Pale	Very Pale
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PERSONAL APPEARANCE RATING SHEET NO. I—(Cont.)

Figure characteristics which should be considered when planning clothes should have a check placed above them.

Overweight	Average Weight	Underweight	Tall	Medium Height
Short	Long Neck	Average Neck	Short Neck	Fat Neck
Plump Neck	Thin Neck	Round Face	Oval Face	Thin Face

Long Face	Square Chin	Receding Chin	Broad Shoulders	Sloping Shoulders	Uneven Shoulders
Large Bust	Average Bust	Narrow Chest	Flat Chest	Large Waistline	Average Waistline
Very Thin Waistline	Large Hips	Medium Hips	Small Hips	Uneven Hips	Large Thighs
Large Legs	Thin Legs	Bowlegs			

PERSONAL APPEARANCE RATING SHEET NO. I—(Cont.)

Camouflages needed for these figure difficulties should be indicated by a check:

Vertical Lines	Horizontal Lines	Broken Lines	Square Necks	V-Necks	Round Necks
High Necks	Narrow Belts	Wide Belts	Bright Belts	Inconspicuous Belts	Large Designs
Small Designs	No Designs	Large Hats	Small Hats	High Hats	Flat Hats
Medium Hats	Short Sleeves	Long Sleeves	Full Sleeves	Tight Sleeves	Sleeves

Suggestions for your next clothing purchase:

Signature of Consultant _____

Discussion Topics

- I. Debates (two-speaker teams):
 - A. *Resolved*, that personal appearance is of more importance to a girl than education.
 - B. *Resolved*, that it is not so much what you wear as how you wear it that determines chic.
 - C. *Resolved*, that color is of more importance in clothes than line.
- II. Demonstrations:
 - A. Test the effect of colors on individuals.
 - B. Test the effect of lines on individuals.
 - C. Show suitable dress for every occasion.
 - D. Plan a complete costume.
 - E. Outline the college girl's clothes budget.

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Beauty Aids

*B*EAUTY HAS EVER BEEN woman's strongest ally. Cleopatra, one of the world's most renowned women, rose to power through her unusual beauty. Madame Pompadour would never have attained ascendancy over the French Court had not her blond beauty and queenly poise attracted and fascinated King Louis XV. Nell Gwyn, the actress, would long ago have been forgotten, had not the beauty of her face and the grace of her acting so completely enchanted her audiences—including a king.

Every woman who possesses beauty has a certain self-confidence and self-assurance which is lacking in most plain women. If the attractive-appearing woman is inclined to be egocentric, her thoughts and attention may be so devoted to self-admiration that she forfeits charm. The mentally objective woman will be the very opposite. She will not be conceited over her good fortune, but will be thoughtful of others, well poised, and captivating. Her attention will be on herself only while she prepares to meet others. She will take meticulous care of every detail of her grooming in the time she has budgeted for herself. Then she will be free to forget herself and consider others.

No young girl lacks physical beauty, yet she often can-

not attain perfection in appearance because of a few features which are not entirely lovely. Some sensitive girls exaggerate their faults, and develop feelings of inferiority and tendencies toward egocentricity. Frances, a college freshman, had a beautiful complexion, attractive features and figure, and fine, bright, orange-red hair. She once complained, "My hair is so conspicuous that I don't want to go any place. People call me 'red-head' and laugh at me. I can't dress it so that it looks well, for it just won't stay where I put it. I don't like to recite or to be seen in public, because I know everyone is thinking about my hair." Another girl, Margaret, refused to attend social functions, avoided her schoolmates, and threw her entire energies into making superior grades. This was a compensation mechanism caused by being sensitive over a bad complexion. On the very first day of school, her roommate asked her to move because she feared Margaret's blotchy skin was contagious. Both Frances and Margaret were social failures because of the powerful influence of self-consciousness. No girl can develop normally if she is absorbed in her embarrassment over some such feature as a large nose, a wide mouth, a rough complexion, irregular teeth, or stringy hair.

The instructor in personality, or the director of the beauty clinic, should locate these cases and do everything possible to prevent the girl from becoming socially maladjusted. Often the difficulty can be overcome by the college physician or dermatologist. If the defect is permanent, it may be possible to make it less conspicuous. Through careful make-up, clever hair arrangement, flattering hats, or well-chosen costumes, good features can be accentuated and unattractive ones made to retreat into the background. The study of many of the most beautiful of our motion picture actresses illustrates this principle.

Sometimes an unattractive feature cannot be hidden. In

that case, the girl must be made to face her difficulties squarely. The instructor or clinician then must, through interviews, make the girl realize that all people lack certain qualities of personality, and that no particular attribute save intelligence is absolutely essential to charm. The instructor must assist the girl to find her assets and must educate her to accentuate them. After the girl has done what she can to improve her appearance, she must fill her mind with college activities, friendships, and studies. When a wholesome mental attitude has been developed and the girl's most distinctive features played up, her shortcomings will scarcely be noticed.

Attention to beauty aids is not only beneficial to the mental attitude of girls, but is of paramount social importance. Young people so often judge others by appearance. If the first impression is not complimentary, seldom is the victim given a second chance to make good. Mr. Fraternity meets Miss Freshman. He is desperately in need of a partner for the next formal party. If Miss Freshman's hair is frowsy, her complexion muddy, or if her lipstick is smeared over too wide an area, the chances are that Romeo will seek further.

When girls flock into college for the fall term, they quickly make judgments, form friendships, and choose roommates, club and sorority members. The girl who wears no make-up at all, the one who has the summer bleach wearing off her hair, and the one with a peeling nose certainly are at a disadvantage. Often such a girl is considered "not our type" and left out of everything. As her exterior is not pleasing, few will bother to know her well enough to discover the grand qualities she may possess. Many a co-ed has thought that personal appearance was only a trifle, and that clever repartee, goodness of heart, or family prestige would guarantee her acceptance in college circles. Many such cases have ended in utter disappoint-

ment. Queer compensation mechanisms are often developed by these girls to hide wounded feelings or to avoid admitting faults of appearance.

The Complexion

A personality attribute which has developed the cosmetic industry into the second largest business in the United States should receive consideration. Advertisements such as, "Give your complexion intoxicating beauty by a facial cocktail," "You can't have beauty if you have seborrhea," and "Tommy's mother never risks unattractive cosmetic skin" fill the pages of our popular magazines. The prevalence of these advertisements and the fact that American women spend millions of dollars annually on powder, rouge, soap, and face cream testify that a lovely skin is considered essential to beauty and charm in the modern girl or woman.

Not only does a beautiful complexion impress others, but it has a most decided psychological effect upon the owner. Many a college girl has developed feelings of inferiority and egocentric introvert tendencies because of an infected, rough skin. The girl who is so unfortunate often feels that everyone notices her skin difficulty and slights her because of it. This soon becomes a real personality obstacle. An unattractive skin is a challenge to be met, a handicap to be overcome. The first step in improvement is to understand the nature of this complex condition-meter of the body.

The skin is not only a flexible, elastic covering, but is also an organ which produces oil and perspiration. It protects the body from the air, and at the same time regulates its temperature. It has diseases of its own, and also suffers with every other part of the body that is attacked by illness or disease.

The structure of the skin

The external layer of the skin, the epidermis, is made up of scale-like cells packed closely together. These cells are many-sided, tapered at the ends, and arranged in four strata. The upper layer, called the epidermic scales, is flatter, drier, and more shrivelled than the lower ones. Where this horny layer is thickest, as on the palms of the hands and soles of the feet, there are extra layers of flattened cells under the outer stratum.

Next is the granular layer of the skin. It is composed of coarse cells which help in the formation of those on the surface.

The fourth and last layer of the epidermis is most important. It is the only living one, and is also the part which produces secretions. It is composed of several strata of queer, many-sided cells which resemble microscopic chestnut burs. The form and size of these cells vary according to the stratum.

Under the epidermis is the corium. This true skin is made up of fibrous tissue. In it are imbedded the hair roots, sweat glands, nerves, blood vessels, and sebaceous glands. Blood vessels surround the sweat glands and discharge impurities into them. This waste is carried off through the pores of the skin. These glands are most numerous in the palms of the hands, the soles of the feet, and the armpits. The evaporation from the skin helps to regulate the body temperature as well as to rid the body of waste.

The sebaceous glands

The oil glands are in direct contact with the hair follicles. These glands secrete oil to lubricate the skin, thus keeping it soft and pliable. Disturbances of these organs

of secretion cause pimples, acne, blackheads, seborrhea, and dry skin.

Blackheads are not always caused by an accumulation of dirt. Two factors enter into their formation: an excessive development of the horny cells of the skin and the improper functioning of the oil glands. The horny cells on the surface of the skin and those of the sebaceous glands may multiply too rapidly. This causes layers of cells to block up the hair follicles. If dust and bacteria are allowed to lodge on the pores, they become clogged. This formation of dirt hardens in the oil duct and stops the flow of oil to the skin. These blackheads remain in the skin, become irritated, and develop into pimples. Diet is usually the primary cause of this difficulty.

Acne is commonly found on the face, but may appear at any place on the skin where there are oil glands. This is a chronic condition caused by microscopic organisms called acne bacilli. These are always present, even in healthy skins, but do not cause disturbance until some constitutional difficulty prepares the way. Constipation, too many sweets in the diet, anemia, not enough water, and lack of cleanliness are a few of the many causal factors of this complexion menace.

Seborrhea is a diseased condition of the sebaceous glands which causes them to work overtime. The result is an abundance of oil deposited on the skin. This makes the skin appear greasy and dirty—especially on the nose. The pores of the skin often become permanently enlarged. Cleansing the skin with warm water and mild soap is most helpful. Since faulty bowel action and anemia usually accompany this disturbance, plenty of exercise in the sunlight and a well-planned diet should accompany local treatment.

Some oil glands function so little that the skin soon becomes dry, scaly, and harsh and wrinkles early. In this

case the skin should not be exposed to extremes of temperature or to soap and water. Oils and cold creams should be used in cleansing the face.

For any case of persistent complexion difficulty, a doctor should be consulted.

Diet

If the skin is to retain its flexibility and softness, a careful diet is indispensable. One doctor expressed this idea thus: "Your skin is made of absolutely nothing but what you eat." Another said, "When it comes to complexions—handsome is as handsome eats." These statements are true. For instance, in order that the oil glands of the skin may function to keep the skin soft and resilient, milk and butter must be included in the diet. Every girl should eat the following foods daily, if she wishes to retain a youthful, clear skin:

A glass of orange juice or tomato juice.

A quart of milk.

An ounce of butter.

One egg.

A raw vegetable.

A raw or cooked fruit.

Yeast.

Fish liver oil.

If this diet is accompanied by sensible intestinal hygiene, plenty of exercise, fresh air, and rest, a good complexion will probably result.

In order to make the skin operate effectively as an organ of elimination, quantities of water should be drunk. From six to eight glasses of water are needed in the system daily. Two glassfuls of hot water drunk before breakfast make a good start for the day. The juice of half a lemon added to this hot water will aid elimination through both the skin and the kidneys. The rest of this water should be

consumed between meals. Coffee, tea, or milk should not be counted as part of the eight glassfuls.

The circulation of blood through the skin carries off the impurities. When the circulation is sluggish, the skin becomes discolored or sallow, and sometimes is covered with blackheads or pimples. Plenty of exercise will prevent poor circulation. A whole program of exercises should be taken every morning before an open window. Blood will course rapidly through the veins and "clean house." Games played in the open air are the best exercise. Circulation of the blood stimulated by local massage of the face and neck is also helpful.

Cleansing the Skin

The removal of waste which accumulates on the skin is necessary at regular intervals. The outermost skin cells are dead, and are continually being thrown off. These outer cells are held together by sebaceous matter from the oil glands, which combines them with the dirt that collects from the air. The combination of cells, oil, and dirt form pellicles which cover the openings of the perspiratory glands. Hence, the face should be thoroughly cleansed at least once daily. In the morning a hasty cleansing with cream and an astringent will be sufficient. In the middle of the day a hasty cleansing of the face with cream and astringent will add much to the appearance. At night there should be a thorough cleansing. To insure a good complexion, the following procedure should be followed each night before retiring.

Daily cleansing procedure

1. Pat a thin layer of cleansing cream over the neck and face. Do not massage the cream into the face. It will only grind the

dust and grime into the skin. Remove the cream with a soft cloth or tissue, using upward and outward strokes.

2. Spread a second layer of cold cream on the face. Massage this into the skin, using upward and outward strokes. The cream should lightly cover the entire surface and be allowed to remain on for a few minutes. The type of cream used for this purpose may vary according to the complexion. A cream with a non-melting base is most easily removed.

3. Make a lather of good, pure soap in the palm of the hand. A cream soap is preferable. Apply with the finger tips over the face and neck. Work it into the cleansing cream, remembering to care for the sides of the nose and the chin. A soft complexion brush may be used only if a cosmetologist has given instruction for its use.

4. Remove the soap and cream mixture with a soft, clean cloth, using upward and outward strokes. Wash with warm water. Be sure that all the soap is removed.

5. Splash plenty of cold water over the face. Such astringents as lemon juice, alcohol, toilet water, witch hazel, ice, or a commercially prepared astringent may be substituted for cold water.

6. Pat the face and neck dry with a soft towel.

7. If the face feels a bit drawn or irritated, apply a good, soothing lotion or some of the cleansing cream. Do not neglect the neck and shoulders.

8. Smooth cream about the eyes.

Clean-up facial

The girl who has a good, clear skin and wishes to retain it must give herself a real facial once a week. If the pores of the skin are loaded, she should have a facial about twice a week until the condition is improved. The following is recommended by skin specialists as a real clean-up facial and "pore purge":

1. Cleanse the face thoroughly. (Instructions were given in the previous section on "daily cleansing procedure.")

2. Using a brisk tap with the fingers, pat a good, oily facial pack over the face and neck. A pack having an oil base is best, as it contains lubricant for the skin and removes impurities from the pores.

3. A warm towel placed over this will help open the pores so that they may be thoroughly cleaned. Let the pack remain on for about ten or fifteen minutes.

4. Remove with a soft cloth with upward and outward strokes.

5. Close the pores with any of the astringents mentioned.

Face pack

The tired college girl who dashes in from school and wishes to look especially nice for a given occasion will do well to try a face pack. This is made by beating the white of an egg until it is stiff. After the face is cleaned by the method previously given, the egg should be spread over the face.

Cotton pads dipped in witch hazel or cold water should be placed over the eyes.

All thought of talking or smiling should be given up, and at least fifteen minutes spent in relaxation. When the egg has dried and the face feels like a Hallowe'en mask, the face should be washed with cold water. The water must be cold, as hot water will cook the egg. This home-made treatment will give results quite as satisfactory as any of the commercial preparations on the market.

Some object to the white of egg mask and prefer an oatmeal pack. For the pack, oatmeal is cooked to a thin gruel stage. It is spread over the face and left on for a relaxation period of from fifteen to twenty minutes. To relax, the girl must lie heavily on her back and become perfectly limp. The mind can help the body relax by thinking, "I am getting heavier, heavier, and heavier." The relaxation helps as much as the pack.

Make-up

Time was, not many years ago, when a girl who dared appear in public wearing powder, rouge, or lipstick was

considered dissolute. Natural eyebrows were raised at actresses and others who stooped to such deceit. Customs seem to stay with us, for now we elevate a slightly plucked eyebrow over the girl who by too lavish an application of make-up or too brilliant a hue strives for attention. Good looks demand make-up, but it must be so artfully applied that it enhances the natural beauty, accentuating the good points and distracting attention from the bad. Make-up should give the user a natural, healthy appearance.

You will find it worth your while to experiment with this art. Sit down in front of your mirror and actually study the shape of your face and features. You can do nothing without this information. Many a Hollywood star is not really beautiful until the make-up artist has exerted his skill on her. Rouge, powder, a little eyebrow pencil, and eye shadow in the hands of a clever artist can accomplish miracles. Rouge properly placed, and powder to match the skin applied to the center of the face, can make a round face appear oval. A little blending of dark powder on a prominent chin will make the chin recede obediently into the background. Extra long eyebrows may be penciled over small eyes, around which a little eye shadow has been blended and the eyelashes curled and darkened or a bit of eyelash taped on, and lo, the homely little miss becomes an alluring leading lady. Stage and screen make-up can teach us many things about this art of "painting the picture."

Make-up procedure

Many girls make the mistake of dashing a bit of powder, rouge, and lipstick over an old make-up. Not only is the effect messy, but the practice ruins the skin. If it is at all possible to remove the old make-up and cleanse the face, do so by all means. The root of such skin troubles as

blackheads, shiny face, and coarse texture is lack of proper cleansing. Some girls go all day without cleansing the face, but add layer upon layer of powder and rouge. Some are guilty of going to bed with dirty faces.

Some people wash the face but do not rinse it thoroughly. The soap then stays on, causing the skin to be harsh, dry, and susceptible to wrinkles. Others use cream and fail to remove it properly. Consequently, the cream and dirt stay on the surface, to cause enlarged pores, oily skin, and blackheads. Be sure that your skin is clean.

Here is a procedure for applying make-up. Every step of this process should be taken, no matter how great the hurry. Good looks will reimburse you for the expenditure of time.

1. Massage cold cream over the face and neck. Remove with a clean, soft cloth or tissues.

2. Splash cold water over the face, or go over it with a cloth dipped in witch hazel.

3. Put on the finishing foundation.

4. Pat on the paste rouge and blend it in, smoothing it off at the edges. Apply the lipstick or paste rouge to the lips, blend, and remove excess color.

5. For special occasions, but never for school, a very small amount of eye shadow and eyebrow pencil may be used. Because it is difficult to prevent an artificial appearance when they are worn in the daytime, it is best to use these only at night.

6. Using a piece of fresh cotton, dust on the powder. Start at the neck and powder over the whole neck and face. (Powdering with a used powder puff only grinds into the skin bits of dirt and dust. This causes blackheads and filled pores.)

7. Dust off the excess powder with a complexion brush or a fresh piece of cotton. Make sure that the powder is removed from the eyelashes and eyebrows, and that extra powder is not left around the nose.

8. Get a touch of cold cream on a finger tip and go over the brows and lashes. This will give them a glossy look and will often make the use of a pencil unnecessary.

Purchasing make-up

The proper shades of cosmetics cannot be selected hurriedly if they are to be just the right tones to blend in with the complexion, hair, and eyes. Some beauty parlors and many cosmetic departments in large stores have consultants who will experiment until the exact color needed is found.

Nearly always, powder should be the same shade as the complexion; sometimes, a slightly darker shade is better. Many demonstrators blend powder to match the skin tone of the individual. This is ideal. For instance, the complexion with a yellow cast should have that same tint in the powder, while the pinkish skin should have a pink tint in the powder. An analysis should be made frequently, for complexions change with age and with the seasons.

The girl who tries to hide a summer sun tan by covering it with light powder appears as if she had been a target for a handful of flour. Face powder properly applied blends with the rouge, giving the face a soft finish. It should not change the natural color of the skin. A lightweight powder should be selected, as heavily loaded cold cream powders are injurious to the skin.

Rouge and lipstick which blend well with the skin and give the appearance of natural good health should be chosen. As an illustration, a complexion which has a yellowish cast can wear orange-red rouge. One way to discover the most becoming color is to pinch the cheek and match the blush with rouge. Another is to assemble several shades of rouge. Then wash the face in very warm water, and go over it with a piece of ice wrapped in a thin cloth until the skin takes on a glow which can be easily matched. The colors should be tried in out-of-door light,



WRONG
BEGINNING



CORRECT
BEGINNING

Fig. 6. Using a piece of clean cotton or a complexion brush, begin to powder low on the neck.



Fig. 7. Dust the powder lightly over the face, using a rotating motion.

as the natural light is far more true in effect than artificial light.

Everyone should have both dry and paste rouge, and each in shades for evening and daytime wear. Paste rouge has the more natural appearance, will serve also for lipstick, is less injurious to the skin, and stays on longer, but is more difficult to apply artistically. Powder rouge is easily applied and is frequently a most acceptable time-saver.

Care should be taken that both rouge and lipstick harmonize with the wardrobe. When a red dress, scarf, belt, or flower is to be worn, one must not use in the make-up a shade of red which clashes.

It is smart to have the lipstick repeat the shade of red found in some accessories of the costume. Just the right shade of rouge and lipstick will do wonders for the user.

Both eye shadow and eyebrow pencil should be tried before they are purchased. The shade most becoming varies with the shade of hair, eyebrows, lashes, color of eyes, and tint of skin. Blue or green is usually becoming to light eyes and brown hair.

Many creams on the market are guaranteed to make one beautiful overnight, or to cure any complexion fault in a few applications. Most of these are worthless, and many are positively harmful. Even some of the most expensive have been found through experiments to have no value. Magazines, government bulletins, and some books state interesting facts about a number of soaps, creams, and other widely advertised beauty preparations. It will be worth while to acquire this information. The girl who is having complexion difficulties should not trust the advertisers but consult a good dermatologist or ask her doctor about treatment. Cosmetics should be purchased cautiously.

Rouge

Many girls hesitate to use paste rouge because they have difficulty in applying it effectively. Unless a cream or liquid base is used on the face, it will be necessary to soften the paste. The finger should be dipped into the rouge, and a dot of rouge then placed in the center of the space which is to be highlighted. Then the rouge should be blended smoothly in all directions, one finger tip of each hand being used for the purpose.

Dry rouge is best to "touch up" the old make-up before the time for renewing it. It is applied with a puff or piece of cotton over the correct area and blended off smoothly at the edges.

The important thing to remember about rouge is that it emphasizes the surface it covers. The color attracts the attention to itself and away from the other features which have been considered less worthy of attention. For instance, to draw attention away from hollow cheeks, never put rouge in the hollow, but apply the color above the hollow. A receding chin may be made to appear different by the proper placement of rouge. Some of the following suggestions may help:

1. The one who is so fortunate as to have a *normally oval face* should place the rouge at the center of each cheek and blend it off toward the ear, eyes, and jaw line. (The center is about one inch below the eye and one inch from the nose.)

2. If *the face is round*, it can be made to appear more oval by placing the rouge high on the cheeks and shading it in toward the nose. This procedure decreases the center space of the face and lessens the prominence of the contour lines.

3. *The long, thin face* needs a wider center space. This illusion may be created by keeping the color away from

the nose and blending it out toward the ears. Rouge on the tips of the ears also broadens the face.

4. *The girl who wears glasses* must be careful not to run the color up harshly under them. Color appears heavier through lenses and calls attention to them. To avoid this, the color should be blended gradually just below the rim of the lens so as to make a soft transition from cheek to glass. Cheek rouge should be used sparingly. Lines, however, may be accentuated to draw attention away from the glasses. If the lips are well shaped, plenty of lipstick will prevent the upper part of the face from receiving too much prominence. Although the lips should not appear garish, plenty of dash and smartness in make-up is necessary to detract from the effect of primness which glasses give to the face of the wearer.

Lipstick

The following general rules for the application of lipstick are necessary for the girl who wishes to make the most of her looks:

1. *A large mouth* may be made to look smaller by accentuating the center of the lips with color. The lipstick should not be extended to the corners.

2. *A small mouth* may be made to seem larger by extending the lipstick to the corners.

3. *For the cupid's-bow* which many girls admire, put more color at the center of the upper lip.

4. *Thin lips* may be made to appear fuller by blending the color over the edges. Better results may be obtained by drawing the outline first with a tiny lip pencil and then filling in with rouge. If thin lips are accentuated by heavy lipstick and are given no extra width, they appear cruel and determined.

5. *Cheek rouge* should match the lipstick in shade.

6. *Teeth* are made conspicuous by heavy lip rouge. The person whose teeth are not beautiful should be conservative about lipstick color.

7. *When applying lipstick*, start at the center of the upper lip



WRONG



CORRECTED

Fig. 8. The correct placement of rouge for the oval face.



WRONG



CORRECTED

Fig. 9. The proper placement of rouge for the round face.



WRONG



CORRECTED

Fig. 10. The proper placement of rouge for the long face.

and work outward. Next apply the color to the lower lip. Rub the lips together to blend the color. Blot off the excess rouge with a piece of cleansing tissue. This plan gives a more natural appearance and the lipstick is much less apt to rub off.

Eye make-up

Few girls have eyes and brows so perfectly shaped and colored that they cannot be improved in some way. Cleverly applied eye make-up adds size and depth of color to the most important of the personality characteristics, the eyes. Many people object to any change being made about the eyes, feeling that it gives an artificial, cheap appearance. This result does occur if the color is applied too generously. If the make-up is cleverly done, the result is pleasing.

The first step is to shape the eyebrows. They should be neatly arched along the line of natural growth. The normal brows follow the bone structure over the eyes to form a protective frame. Brows plucked to a fine, high arch give a look of continual surprise. In contrast to this, if the brows are not plucked at all, the face has a shaggy, unkempt look if the brows naturally spread over too large an area. Brows which grow too closely together give the effect of a perpetual frown. If the eyebrows are light in color, they should be penciled. Use short, hair-like strokes, and extend the brow line a little beyond the original length to bring out the natural beauty. In a vast majority of cases a brown pencil is better than black. The girl who has truly black hair and brows will need no pencil at all. If it seems necessary to lengthen the brow line, the black pencil should be used sparingly.

Eye shadow should be applied to the upper lid and shaded off toward the brow so smoothly that it will appear quite natural when powder is dusted over it. The color should be applied on the inner corner of the upper lid with the little finger, and then shaded upward and outward.

The placement of the color depends upon the illusion needed, and will be discussed later.

The lashes should never be heavily beaded with mascara, for it then spatters down under the eyes, causing a hollow-eyed, sickly effect. If lashes are to be darkened, the mascara should be thin enough so that it will not cake. When it is dry, the lashes should be brushed lightly, to prevent their bunching together. Too heavy an application will make the lashes look stiff and unreal. Dye applied to the brows and lashes by a competent operator is much superior to mascara and needs to be retouched only about once a month.

An eyelash curler will turn the lashes upward and make them appear more prominent. This is another method of calling attention to the eyes.

Some women prefer artificial lashes to any of the devices for coloring. These lashes are placed on the upper lid, beginning at the center of the eye and extending to the outer edge. They will adhere only to a clean surface, so must be put on before the eye shadow or cream is applied. They will need to be trimmed to a conservative length if they are not to attract undue attention. The artificial lashes are most satisfactory for stage use, but are not recommended for daytime wear.

Finish the make-up with an application of eye cream or face cream to the upper lid. This should be applied with the little finger and worked upward from the center of the eye to the outer edge. A touch of the cream to the lashes and brows will add to their luster.

Many illusions may be created by the proper application of eye make-up. Some of the following principles illustrate this fact:

1. *If the eyes are small*, the brows should never be arched high or plucked to a thin line. To do so makes the eyes

appear even smaller. The natural line of the brows should be extended beyond the outer edge of the eyes. Eye shadow and artificial lashes will add to the illusion of size. The lashes should be trimmed so that those on the outer corners of the eyes are longer than those in the center. This gives to the eyes the appearance of greater length.

2. *Deep-set eyes* often carry the aspect of ill humor unless they are carefully made up. Brows should be wide apart and have a circular contour so that the heavy line is lifted from the eyes. No eye shadow should be placed on the inner half of the upper lids. Place the shadow lightly at the center and blend it outward.

3. *The woman with large, bulgy eyes* should not wear the brows arched in a circular line, nor should she wear eye shadow on the upper lids, since they accentuate the difficulty. She should make a straight brow line, rather elongated, to draw attention away from the roundness of the eyes. If artificial lashes are used, they should be shorter at the center of the eye, tapering in length to the longest at the outer edge.

4. *Glasses* create another eye make-up problem. If the shape of the wearer's eyebrows was not considered when the glasses were selected, then the brow should be shaped to fit the glasses. No matter what contour the lenses may have, the brows should follow the same line. For instance, above round or oval lenses, the brows should be arched to follow the curve of the rims. Brows above the straight-topped glasses should also be straight, thus creating harmony of line. Any brow line which is not in agreement with the top line of the glasses will be unattractive. If the brow line is extended across the bows of the glasses, an ugly profile is produced. The brows should be terminated by the bows.

Since glasses magnify somewhat, it is easy to use too much make-up around the eyes. In contrast, too little

make-up accentuates the glasses unduly. Knowing this, the girl who wears glasses must be all the more careful to observe the "golden mean." Overuse of mascara gives a garish look. No eye shadow at all allows the glasses to become conspicuous.

The Hair

To be beautiful, hair must be more than just clean. It must also be becomingly arranged. This feature alone can make a woman feel old or young, dowdy or well groomed. In order to make the most of her natural endowment in this respect, every woman should study her type of hair and the hair lines most becoming to her face, and should experiment until she finds a flattering and up-to-date coiffure.

Care of the hair

The luster of the hair depends upon the general health, the amount of blood supply to the scalp, and the daily care. The growth of the hair occurs in follicles, located in the skin, out of which the hair is pushed. The ends of the hair are dead, and in that respect resemble the outer layers of the skin. In the scalp are sebaceous glands which pour out their secretion into the root of each hair. This secretion keeps the hair oily and prevents breaking. Individual differences in the amount of oil secretion from these glands, as well as in the hair structure, necessitate many methods of caring for the hair. It is necessary to shampoo some oily scalps once a week. Some dry scalps need to be shampooed only every two or three weeks. Whatever the condition of the hair and scalp, commercial hair tonics are of little value. If the hair does not respond to brushing and shampooing, or if there is some diseased condition of the scalp, a physician should be consulted.

Daily care of the hair

1. Brush the hair vigorously at least once a day, and more if possible. Part the hair into separate locks and brush from underneath as well as from above. See that at least half the strokes touch the scalp.

2. Go over the entire head several times, letting the hair fly.

3. Massage the scalp and the back of the neck with the finger tips. This will loosen the scalp, stimulate circulation, and relax the nerves.

4. If the scalp is dry, a few drops of olive oil rubbed in with the finger tips will be helpful.

5. It is essential that the comb and brush be thoroughly washed in warm soap suds or in warm water to which a few drops of ammonia have been added.

6. The greatest secret of lovely hair is: brush, brush, brush!

Hot oil shampoo

To be thoroughly clean, the hair should be shampooed frequently: from once a week to once in three weeks, according to the type of hair, the amount of natural oil, and the environmental conditions. Whether the scalp is dry or oily, it is beneficial to start a shampoo with a hot oil treatment. This is necessary for the oily scalp so that the sebaceous glands may be relieved of their clogged condition. Scalps become oily simply because the oil flows directly into the scalp instead of through the hair shaft. If there is dandruff, a hot oil treatment and shampoo should be given every ten days until the condition is cured.

Before the hair is to be shampooed, all the equipment should be assembled for a hot oil treatment. The following procedure will give splendid results:

1. The tools are cotton, comb, towels, hot water, and warm olive oil.

2. Part the hair into small divisions and apply warm olive oil to the scalp with cotton.

3. After the scalp is saturated, massage it well with the finger tips.

4. Wrap about the head a towel which has been wrung out of hot water.

5. When the towel cools, remove it and apply another. Continue this process until about six towels have been used. This treatment should loosen the dirt and dandruff on the scalp and serve as a protection from the drying qualities of soap. The next step is to give the scalp a good shampoo.

Liquid shampoo soap

Liquid shampoo soap can be easily prepared as follows:

1. Shave a ten-cent bar of either lemon castile soap or coconut oil shampoo soap into a receptacle.
2. Pour over it a gallon of hot water.
3. Stir or shake frequently until all is dissolved.

This will supply soap for many shampoos. Although more may be paid for a bottle of liquid shampoo or a bar of shampoo soap, neither will be superior to this home-made variety.

Shampoo

The following steps should be taken to produce beautiful, clean, shining hair:

1. Assemble all the necessary equipment: liquid shampoo soap, brush, comb, towels, plenty of warm water, and any preparation you wish for the rinse.
2. Massage the scalp and the back of the neck thoroughly with the finger tips.
3. Comb through the scalp all over the head to loosen the dandruff.
4. Divide the hair into small parts and brush with an upward stroke. Be sure that the bristles of the brush touch the scalp.
5. Dampen the hair with warm water.
6. Apply liquid soap, massaging vigorously with the finger tips.
7. Rinse with warm water.
8. Repeat the process of soaping, massaging, and rinsing two or three times. Continue until the hair squeaks between the fingers.

9. Rinse, rinse, and rinse again, using an abundance of water. Every particle of soap must be removed.

10. Diluted vinegar makes a very good special rinse. If this seems to be too drying for the hair, the juice of half a lemon may be used in water. This has a slightly bleaching effect and gives the hair very pleasing lights. Some of the commercial products on the market are also good.

11. Vegetable tints, hennas, bleaches, and dyes are popular but always leave an artificial appearance. As a rule, the college girl has no need of spurious coloring. The tones of her skin and hair are so naturally blended that any change of color of either results in something less lovely than the natural color combination.

Permanent waves

Curling the hair on pins or metal curlers is not injurious, but procedures used to produce a "permanent wave" make the hair unusually dry and brittle. Often the life and luster of the hair are impaired. While the permanent has been a marvelous invention, it cannot perform miracles. The girl who has a permanent must carry out a daily, well-planned hair routine if the waves are to look natural and the hair is to remain shining and healthy.

Before getting a permanent wave, the hair dress must be decided upon. The operator should understand just how the hair is to be dressed, for the way the hair is parted off and wound makes a difference in the way it will lie. The operator should also know whether the waves are to be wide or narrow.

After the wave is in, the hair will kink and fuzz in spite of the greatest care on the part of the operator unless it is given careful attention daily. The wave should be modeled after every shampoo, wave set being used if necessary. The waves should not be combed out immediately. Only one wave should be combed at a time, never the entire length of the hair. If the waves are pinned into place at night and a cap or net worn, they will stay in place throughout the day. Daily brushing is also necessary, as

it will help to eliminate the dry condition of the hair and to prevent the ends from becoming broken.

Hair dress

The "Personal Appearance Rating Sheet No. II" should be used by each girl to get the opinions of several people as to her most becoming hair dress. Other people are better qualified to criticize and observe the effect of a girl's hair arrangement than she is. Besides these opinions, each girl should get her beauty operator to assist her. Every woman should study the shape of her face, the length of her neck, the width of her shoulders, the size of her nose, her ears, and her forehead. She should determine which are her best features and which are least worthy of attention. She should also consider her height and weight. After she has become acquainted with these characteristics, she should experiment with various ways of combing her hair. A design should be found which is stylish and becoming to her own individual type. Trimness and neatness are important qualities to be considered. A hair style may be so elaborate that it cannot be easily duplicated. If so, in a few days it will look droopy and unkempt. While planning a becoming, stylish type of coiffure, the college girl should be sure that it is so simple that it can be easily kept well groomed. Girls should not try to copy Greta Garbo, Joan Crawford, or Bette Davis. Each one should strive rather for individuality. Some of the following suggestions should be of value in planning a personality hair dress:

1. *The square jaw* is accentuated by horizontal waves or a horizontal roll across the back of the head. The hair needs to be done high enough so that it is not in the same line with the jaw. A series of curls is better than one roll.
2. *Short, fat necks* can be made to appear more graceful by diagonal rolls or waves of hair. The eyes follow



WRONG

Fig. 11. A roll of hair worn in the same straight line with a strong jaw accentuates this unlovely line.



CORRECTED

Fig. 12. The girl who has a prominent jaw line should wear soft waves and curls placed well above the ears.

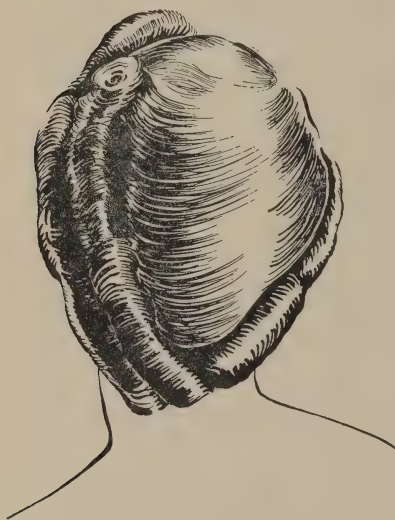


Fig. 13. Short, thick necks and broad shoulders are improved by diagonal lines.



Fig. 14. A long, thin neck appears shorter when a roll of hair is placed across the back of the neck.



Fig. 15. Curls soften sharp features.



Fig. 16. This coiffure is designed for the girl with a too prominent nose.



WRONG

Fig. 17. The long, slender face appears more narrow when lines of the hair are parallel to those of the jaw and nose.



CORRECTED

Fig. 18. Curls and soft waves add fullness to the thin face.

the hair lines, and the effect is that of slenderness and length. The same device is helpful where the shoulders are too broad. A thick neck appears thicker if the hair is cut too close to the head. A short neck is helped by a high hair cut or by wearing the hair high on the neck.

3. *The long neck* is made to appear shorter by using horizontal rolls or waves. A hair dress which is fluffy or broad at the nape of the neck will be helpful in giving the illusion of shortness.

4. *Sharp features* may be softened by curls, waves, or fluffiness of hair treatment.

5. *For the long slender face*, never let the waves or lines of the hair accentuate the line of the nose or jaw. Have these lines run perpendicular to, or at least diagonal to, the long lines of the face. The girl with the slender face can often wear a center part if the hair is curled on the sides. Soft hair dresses and waves high on the neck are best.

6. *The broad face* should never use a center part or too many curls. A tailored hairdress, with soft flat waves and side part, is flattering.

7. *The head which is flat at the back* should have the hair left unthinned across the natural curve of the head. More curls at the base of the neck accentuate the lack of a pleasing contour.

8. *The girl who wears glasses* should use a simple hair arrangement. The coiffure can be neat, yet becoming. Too many curls or puffs or an excessive amount of jewelry can mar the beauty of any girl who wears spectacles. In choosing glasses, she should consider the color of the hair. There are yellow gold frames for those with red hair, white gold frames for brunettes and platinum blondes, and frames of pink for those with the in-between shades.

9. *A long nose* may be made to look even longer if the hair waves are parallel with it. A soft arrangement off the face will be found to be more becoming.



WRONG

Fig. 19. A center part makes a broad face seem even wider.



CORRECTED

Fig. 20. A side part and soft waves make a round face appear more oval.



WRONG

Fig. 21. A full face and large head are exaggerated by a fluffy hair dress or too many curls.



CORRECTED

Fig. 22. A coiffure which follows the head line closely has a tendency to make a large head appear smaller.

Hand-Made Beauty

Hands tell on a woman. If the hands are all a-flutter, always in motion, with fingers tapping or twitching, the owner is ill at ease. If the hands are used only when needed to accentuate a thought or to aid in a description, and if they lie relaxed when not needed, then the owner has self-control and poise. Well-cared-for hands and well-manicured nails aid self-assurance remarkably. The girl who is conscious that her hands are unsightly or that her nails are in bad condition is uncomfortable. Her thoughts are egocentric, and keep flashing back to those hands every little while. That is the greatest reason for well-manicured, lovely hands. The well-integrated person must have her mind free from self-reference feelings so that it may be concentrated upon things of more importance.

Only a few minutes of daily care are needed to keep the hands in excellent condition. After the hands are washed, it is essential to remove all the soap and to dry the hands thoroughly. A few drops of a good hand lotion should be massaged well into the hands. After this, the cuticle should be pushed back from the nail with an orangewood stick.

If the hands are to be kept beautiful, they need protection from harsh soaps, wind, and dirt. While dusting or cleaning, a girl should wear a pair of cotton gloves. A pair of rubber gloves costing only a few cents will protect the hands during many bathroom scrubblings or dish-washings.

A few drops of hand lotion used frequently will prevent roughness and keep the skin soft and lovely. The following lotion is easily made at home, is especially good, and has the added advantage of being inexpensive. A quart will cost about fifty cents.

Hand Lotion

- $\frac{1}{2}$ oz. gum tragacanth
- 4 oz. glycerine
- $2\frac{1}{2}$ oz. bay rum
- $\frac{1}{4}$ oz. benzoin

Place the gum tragacanth in a granite bowl or porcelain kettle, and pour over it three pints of lukewarm water. Set this in a warm place for 24 hours, and then strain it through cheesecloth. Add the glycerine and the bay rum slowly. When these are thoroughly mixed, slowly beat in the benzoin. A few drops of a favorite perfume will give it a final touch of luxury.

Manicuring

Every girl should learn to do her own manicuring. If she smooths off the nails each night with emery and pushes back the cuticle frequently after washing, a weekly manicure will keep her nails in excellent condition. If the equipment needed is kept together, the manicure will not take long. The following articles should be assembled: orangewood stick, cotton, small bowl, nail brush, good file, emery board, buffer, nail scissors, soap, tissue squares, liquid polish, nail white, and towel. The following process will be effective:

1. Remove the old polish.
2. File the nail to the shape most becoming to your hand. Be careful that you do not file so deeply at the sides that you run past the point where the nail tip grows naturally from the cuticle. This would damage the nail. Finish with the emery to make sure that there are no rough spots.
3. Let the finger tips rest for a few minutes in warm, soapy water. Scrub the nails with a brush, and dry them on the towel.
4. With the orangewood stick, wrapped in cotton and dipped in warm olive oil, push back the cuticle from around the nails.

Never clip the cuticle if you can possibly avoid it. If there are hangnails, cut them close.

5. Remove the olive oil with tissue.

6. Buff the nails. Many neglect this step. Buffing the nails is like brushing the hair; it makes them glossy and smooth. Remove all powder; polish the nails before applying the liquid.

7. If you like liquid polish, apply it carefully. Drain the brush on the edge of the bottle, so that the polish will go on smoothly. Put the polish on with long strokes from the moon to the tip. Use the orange stick to prevent polish from accumulating around the edges. Most girls prefer to leave the ends of the nails clear. Others polish over the end. This is a matter of personal taste. Remove the excess polish with cleansing tissue.

8. Apply a little nail white under the ends of the nails.

9. Brush the nails with warm, soapy water and dry thoroughly.

10. Rub a few drops of hand lotion into the hands and around the nails.

The shaping of the nails should be designed according to the proportions of fingers and hand, and also consideration of the work done with the hands. The active, sports-loving girl will of necessity wear short nails. The girl who has square, stubby fingers will find a long, slender nail becoming. Long fingers are best tipped with short, slightly rounded nails. Brittle nails should be kept short and well oiled. Very long nails are not practicable, and are certainly lacking in beauty.

The color of the polish used is greatly a matter of personal taste. No polish at all, or one which is natural in appearance, is correct for school. Deeper shades may be worn for evening. The idea is to accentuate natural beauty and not to attract attention.

The college girl will find ink stains a problem. Lemon juice will remove the ink if soap and water fail. For the unsightly tobacco stains, a pumice stone is needed. The artist who gets paint on her hands will find a small bottle of turpentine useful.

Elbows

Evening dresses expose many rough, discolored elbows. Such elbows should be scoured with soap, a brush, and warm water. If this does not remove the discoloration, then they should be rubbed with a piece of pumice. After rubbing, it will be necessary to massage the elbows with plain vaseline. After the elbows become soft, they can be kept smooth by rubbing hand lotion on them every time the lotion is used on the hands. At night more vaseline should be massaged into them.

Legs

The fad for short socks has brought another problem, that of taking care of the legs. The hair on the legs should be removed by shaving, with depilatories, or with a fine sandpaper known as "baby touch." This can be secured at any department store. After the legs are rubbed with this device, the skin will appear smooth and free from unsightly hair. The skin of the legs will become red, coarse, and chapped if it is not accorded the same treatment as is given to the hands.

You Can Be Beautiful

There is nothing conspicuously wrong with the average college girl. She goes gleefully on her way, seldom thinking that a few minutes of daily care might elevate her from the common ranks of the "just average" to the aristocracy of those who have actual charm. If you are one of the multitude, start an improvement program. If you are one of the beautiful few, begin a preservative program. Let us review.

The first step is "know thyself." Take time to see your-

self through the eyes of others. Develop the mental objectivity discussed in Chapter I. At the end of the present chapter is a set of personal appearance rating sheets. One set is designed for a personal friend (a very honest one) and another for a mere acquaintance, while the last one is your own. Ask these people to be critical and very honest, so that you can visualize yourself as you appear to others. When the papers are returned, strike an average on each item, and fill out your own rating sheet. With these facts before you, study this chapter, again emphasizing the parts which you especially need. Consult your instructor freely for help in making a plan for self-improvement. Make an actual schedule and post it near your mirror. Save enough time in the mornings and evenings to do a thoroughly good job of this new task. After your plans are laid and materials secured, keep up the ritual until it becomes a habit.

Remember that to acquire a charming personality, you must be so well groomed that you can completely forget yourself.

COMPLEXION DIAGNOSIS

(Copy diagnosis and suggested treatment on this sheet.)

Condition of skin:

Corrections which need to be made:

Cause of trouble:

Treatment suggested:

My daily program and schedule of skin care:

SURVEY OF HAIR CONDITION

(Summarize all the information you have secured about your hair condition, and fill in this page.)

General condition of hair:

Condition of scalp:

Corrections which need to be made:

Cause of difficulty:

Method of shampoo recommended:

Daily care recommended:

My daily schedule for care of my hair:

PERSONAL APPEARANCE RATING SHEET NO. II

(General summary of opinion of friends and acquaintances
to be made on this sheet.)

1. EYES are:

Frowning and tired.	Clear and sparkling.	Expressive.	Sometimes expressive, but more often dull and lifeless.	Lusterless.	Bloodshot.
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2. EYEBROWS are:

Plucked in too thin a line.	Arched too high.	Shaped becomingly and naturally colored.	Well shaped but colorless.	Thick and shaggy.	Untidy.
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3. THE FACE is:

4. THE FACE has:

Oval.	Long.	Pointed.	Round.	Square.	Reced- ing Chin.	Protrud- ing Chin.	High Cheek Bones.
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5. THE COMPLEXION is:

Smooth, clear, and beautiful.	In fairly good condition; would pass unnoticed.	Smooth, but pores are filled.	Smooth, but a few blemishes.	Blemished and not clean.
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6. THE SKIN is:

Pink-tinged.	Florid.	Tinted with yellow.	Olive.	Sallow.	Gray.
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PERSONAL APPEARANCE RATING SHEET NO. II—(Cont.)

7. THE MAKE-UP is:

Too garish.	Not artistically applied, but the shades used are becoming.	Artistically applied and colors well selected.	Carelessly applied and colors wrong.	Too sparingly used.
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8. The especially attractive features which she needs to accentuate by make-up are: _____

9. Features which are not good, and hence should be placed in the background, are: _____

10. HANDS are:

Smooth, but polish startlingly gaudy.	Smooth; nails well manicured, but polish does not harmonize with costume.	Smooth; beautifully manicured with conservative polish.	Rough, but nails well manicured.	Smooth, but nails not manicured.	Rough, with ill-kept nails.
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11. THE HAIR is:

Shining, clean, and beautifully arranged in the latest style.	Clean and neat, but not arranged in latest style.	Clean, but not becomingly arranged.	Clean, but disheveled.	Disheveled and not clean.
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12. HAIR should be arranged to make less noticeable:

Long neck.	Thin neck.	Short neck.	Square shoulders.	Sloping shoulders.	Long nose.	Low forehead.	High forehead.
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Discussion Topics

I. Debate (two-speaker teams):

Resolved, that a girl's complexion and hair are of more importance to her than her wardrobe.

II. Panel discussion:

Cosmetics and beauty-parlor services are useless extravagances for the college woman.

III. Projects:

1. Manicures.

Demonstrate:

a. A hurried manicure for school.

b. A manicure for evening.

2. Make-up.

a. Demonstrate a complete make-up for a party.

b. Have each girl do a hurried make-up for school or street.

3. Hair.

a. Have a scalp specialist demonstrate a daily hair routine of massaging and brushing.

b. Demonstrate a hot oil treatment.

c. Demonstrate an ordinary shampoo for a dry scalp and also a shampoo for an oily scalp.

d. Have each girl change her hair dress. Each girl's hair problem should be discussed with her privately.

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Grooming

EVERY YOUNG GIRL desires a chic appearance. This can be achieved only when thoughtful attention is given the details of grooming. These details are so numerous and so seemingly unimportant that they are often overlooked. The average high school or college girl has her days full of activity. She dislikes spending her time on such uninteresting pursuits as washing, mending, manicuring, and brushing.

Weekly Grooming Period

In addition to the daily tasks necessary for good grooming, there are certain items which need weekly attention. The only way a girl can be sure always to be properly groomed is to set aside a definite time each week to accomplish such things as: manicuring, removing excessive hair, brushing hats, polishing shoes, cleaning and mending gloves, airing and pressing garments, and washing, ironing, and mending clothes.

Cleanliness

Cleanliness is the prime essential of good grooming. To be charming, a girl must acquire the habit of dainty fresh-

ness which is secured only through scrupulous cleanliness. A surprising number of very fine girls substitute make-up or perfume for soap and water. Every year, on every campus in the land, college women are being criticized for lack of cleanliness. Many lose roommates and even sorority bids because of carelessness. Athletic directors testify that boys are anxious to bathe after a strenuous game, while girls try to avoid a shower. Businessmen complain that women employees offend by lack of proper cleanliness. It is general knowledge that women do not take meticulous care of their bodies and clothes.

The bath

A daily bath with warm water and soap is essential for every girl. Since a warm bath opens the pores of the skin and relaxes the nerves, the warm bath is best taken just before retiring. A cold bath or shower will prove invigorating in the morning or in the evening. After a cold bath, the skin should be rubbed to a healthy glow with a coarse towel. This prevents colds. An individual who chills easily will have to substitute a lukewarm bath for a cold one.

Deodorants

Deodorants are necessary. No matter how regularly a girl bathes, she may unknowingly offend by a perspiration odor. The tiniest drop of perspiration, when tightly closed in the pores or in a garment, will have a disagreeable odor. Every girl should use an underarm deodorant or perspiration preventive at all times. Some perspiration preventives last a few hours, some a day, and some three days. Usually the three-day liquids are applied at night. Because it is difficult to remember to use a deodorant before going to bed, each girl should own both the long-time and short-time varieties. If commercial deodorants are not con-

venient, soda may be used. Soda can be mixed with talcum powder, in equal parts, or used by itself. It is a very good substitute in the absence of an adequate commercial deodorant.

The directions for applying commercial deodorants found in the package should be followed meticulously. It is best not to apply these preparations for at least 24 hours after shaving. A razor may be used several hours after the deodorant has dried. This care will prevent irritation or infection.

Perspiration ruins the appearance of any dress and also gives the garment an unpleasant odor.

Depilatories

Depilatories make an essential contribution to cleanliness. The girl who perspires freely should take added precautions by using dress shields. The dress shields may be attached to elastic and worn separately from the dress, or they may be sewed fast. These shields should be removed and washed with warm water and soap after being worn once.

Excess hair on the limbs is destructive to feminine daintiness. The hair may be shaved off, removed with a commercial depilatory, or rubbed off with an abrasive. Shaving is quick and practical if done without injury to the skin. Commercial depilatories are satisfactory, but many of them have offensive odors because of the chemicals they contain. An abrasive is effective in wearing off a new growth of hair on the legs or arms. This treatment requires a disk or unit of pumice stone rubbed on the surface until all the hair disappears. This requires much patience, but keeps the skin smooth by wearing away the rough spots and the dead skin. It is best to apply a soothing lotion after any depilatory is used.

Underarm hair should either be shaved off or removed

with some chemical preparation. Since the growth of this hair is not at all pretty, no trace of hair should be allowed to remain. A girl should use care in finding a depilatory which does not injure her skin. She must not use a deodorant immediately after shaving. Sometimes it will be necessary to protect the skin by using a soothing lotion after removing the hair. When a commercial depilatory is used, the instructions furnished should be followed in every detail.

Excess hair on the face may be removed with tweezers or with a depilatory especially prepared for the face. Each girl must remember that she cannot have an excessive growth of hair on any part of the face, arms, or legs and appear femininely dainty.

Laundry

Clean clothes are as important as a clean body. No matter how much time a woman spends on her person, a soiled shoulder strap or an unclean odor about her clothes will destroy every suggestion of daintiness. Every girl should make it a part of her daily grooming program to wash her hose. She should also make it a part of her weekly grooming program to do her laundry and pressing.

Silks, woolens, and laces

Silks, synthetic silks, woolens, and laces need careful laundering in warm water and mild soap. The following suggestions should be followed in order to secure the best results:

1. All new garments should be treated for color fastness before they are washed. Take a sample of the material and place it in a tumbler of lukewarm water for several minutes. If the water becomes discolored, the dye is



Courtesy of Lux.

Fig. 23. Test a sample of the material in lukewarm water.



Courtesy of Good Housekeeping Institute.

Fig. 24. A dress should be pressed on the wrong side.



Courtesy of Good Housekeeping Institute.

Fig. 25. Clothes are easier to iron if they are hung straight on the line. Handkerchiefs are difficult to iron after they have been hung by one corner.

not entirely fast. This garment must be washed separately and dried rapidly.

2. Heavy suds should be pressed through silks, synthetic silks, or woolens until the materials seem clean. At least two suds should be used. Wet silks and woolens are too fragile to be rubbed.

3. Garments should be rinsed in cool water until the water remains clear. Usually three or four rinsings are needed.

4. Water should be squeezed out of silks and woolens; wringing these fabrics breaks the threads.

5. Silk garments should be rolled in a towel until they are partially dry. White cotton and linen garments should be hung in the sunshine. If they are hung straight on the line, pressing will be much easier.

6. Silk should be pressed on the wrong side with a medium-hot iron. Synthetic silks require only a warm iron. One type of synthetic silk, the acetate, will melt if much heat is used. Any of the synthetic silks, regular silks, and woolens will become discolored if pressed with a hot iron.

7. The iron should never be placed directly on woolen material. A clean cloth should be placed between the garment and the iron.

Knitted garments

Hose, underwear, and other knitted garments should never be hung on the line with clothespins. The pins break threads and start runs. It is better to hang knitted garments over clothes hangers.

Sweaters and knitted suits should be measured before they are washed. The easiest way to measure a garment is to lay it on a piece of wrapping paper and draw a line around it. This outline can be used each time the garment is laundered. The suit or dress should be turned inside out

before it is dipped into the heavy suds. The material must be supported by the hands as the suds are squeezed through it. The rinse water should be the same temperature as the suds. After the garment has been thoroughly rinsed, it should be rolled in a towel for a few minutes to remove the excess moisture. It should be removed immediately, stretched to the correct measurement, and laid flat on a towel to dry. When knitted clothes are hung up to dry, they pull out of shape. If the material has not passed the tumbler test for color fastness, tissue paper should be laid between double thicknesses of material. This precaution will prevent streaking.

Sturdy linen and cotton fabrics

These may be washed in hot water or may be boiled. For this reason, linen and cotton materials are desirable for wear in hot weather. However, fine linens and delicate cottons will last longer if laundered as carefully as silks and woolens. Fine cottons should have warm soap suds squeezed through them. They should never be rubbed or twisted while wet.

Faded underwear

Underwear that is faded should be rinsed in tinted water to bring back the original color.

Hose

Hose require special care. They should never be worn a second time without washing. Daily rinsing of the hose insures their cleanliness and preserves the fabric. While the hose may be rinsed at night, every few days they should be washed in warm soap suds. Suds should be squeezed through the hose. Rubbing will break the delicate threads and start runs. It is essential that the hose be

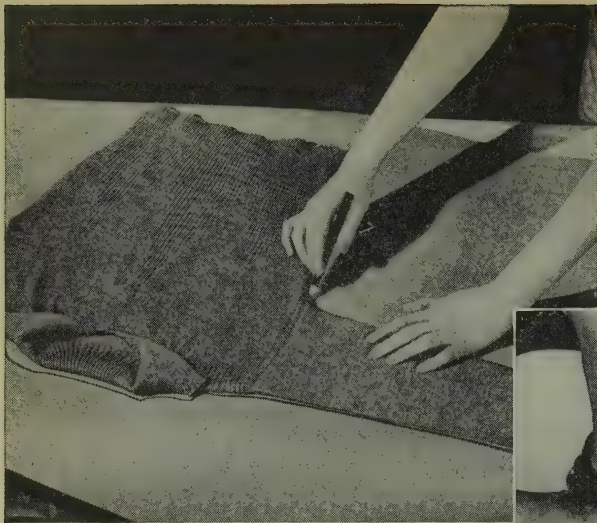


Fig. 26. Sweaters should be measured before they are washed.

Fig. 27. The material should be supported by the hands while the suds are being squeezed through.

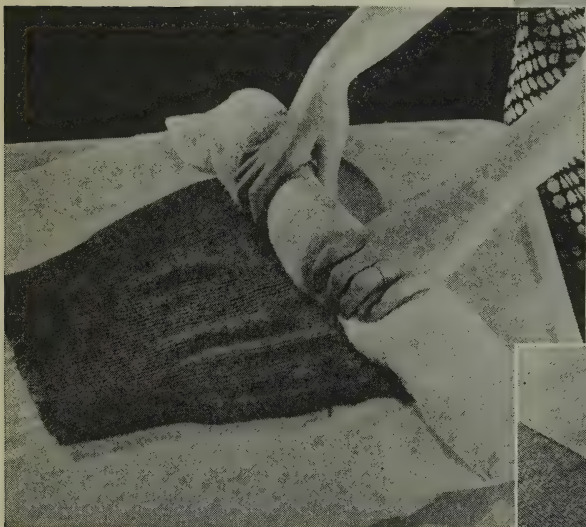


Fig. 28. Excess moisture may be removed from knitted clothes by rolling them in a towel for a few minutes.

Fig. 29. A knitted garment should be stretched to the correct measurement before it is dried.





Fig. 30. Place the gloves on the hands and wash until all soil is removed.

Fig. 31. Partially dry the gloves in a Turkish towel.



Fig. 32. Gloves should be dried slowly away from the heat.

Fig. 33. When the gloves are partially dry, rub them back on the hands.



rinsed thoroughly, as soap allowed to remain in hose streaks them and weakens the threads.

Silk gloves

Silk gloves should receive the same laundry treatment as hose. Many leather gloves can be washed. Washable gloves usually have printed directions for laundering given by the manufacturer. These instructions should be followed meticulously. The following is the usual method of washing gloves:

1. Make a heavy suds of a good, mild soap and warm water.
2. Put the gloves on the hands and wash until all soil is removed.
3. Remove the gloves and rinse in clear, warm water so that no soap remains on the gloves.
4. Partially dry them in a turkish towel.
5. When the gloves are nearly dry, rub them back on the hands. This procedure will properly shape and size the gloves.
6. Remove the gloves and lay them on a turkish towel to finish drying. Be sure that they are dried slowly away from the heat.
7. Gloves which are not listed as "washable" should be sent to the drycleaners.

Drycleaning

Many materials should not be washed, as the water will remove the filling and cause them to become limp and unattractive. Garments made of such materials should be sent to a cleaner. Drycleaning fluids are too dangerous for an amateur to handle.

Removing Stains

A knowledge of how to remove common stains will often save a laundry bill and sometimes save a dress. Most stains can be easily removed if reliable methods are known

and a few simple precautions followed. Prompt treatment is one of the most important rules. Washing, ironing, drying, or exposure to the air may set the stain so that it is impossible to remove it. Two things must always be kept in mind when working with stains: the type of fabric upon which the stain occurs, and the nature of the stain.

The type of fabric must be known before the method of stain removal is decided upon. Cotton and linen fabrics can be destroyed by strong acids. Even weak acid solutions are injurious to some extent. When acid is employed on either cotton or linen, it should be neutralized immediately after application by the use of a weak alkali. Alkalis are less harmful to these fabrics than the acids. However, long-continued or repeated exposure to alkalis, especially in hot solutions, weakens the threads.

Wool and silk are seriously injured by the use of strong alkalis. Dilute acids as a rule are not harmful to these fabrics. Hot water and bleaching solutions are injurious to both silk and wool. Hot water causes both materials to turn yellow. It also shrinks wool.

It is best to test the synthetic silks to find their content before stain removers are used. Fabrics composed of cellulose acetate will be dissolved immediately by concentrated acetic acid or acetone. Alkaline solutions destroy synthetic fabrics, and most bleaching agents are harmful to them.

The nature of the stain

Water is most useful for the removal of unknown stains. If the stain does not seem greasy, water may be tried. Unless it is definitely known that water is not harmful to either the color or the fabric, it should be tested on an inconspicuous part of the garment.

When water or any other solvent is used for removing a stain, the cloth which contains the stain should be placed

wrong side up over a pad made of folded cloth or blotting paper. The liquid should be applied to the wrong side of the cloth, so that the substance of the stain can be washed from the fibers without having to pass through the material. The liquid should be applied by sponging with a clean, soft cloth which has been wrung partially dry. Light, brushing motions should be used to spread the moisture irregularly over the surface. This helps to prevent the formation of a ring.

Chemicals should not be used unless it is definitely known that water will not remove the stain. It is usually best to let a professional remove stains which require an acid solvent. If a chemical is used, stretch the stained material over a bowl of clean water. The chemical may be applied with a medicine dropper. After application, rinse immediately by dipping in the bowl of water. Several rinsings in clean water may be necessary. Another way is to stretch the fabric over a pad of cloth and apply the acid with a glass rod. Rinse several times in clear water.

Rings can be prevented by skill in cleaning. After a spot has been removed, it is well to go over it lightly with a clean, soft cloth to absorb the excess liquid. Rapid drying will often prevent rings. If rings form in spite of this care, the whole garment may be dipped in gasoline.

A knowledge of the special methods of removing some of the common stains will be of value to the college girl who is trying to economize:

Chewing gum can often be removed by washing the garment in benzine. When the garment is dry, the remaining substance can be removed by scratching the surface. Chloroform will dissolve chewing gum. If ice is applied, the gum will freeze and crack off.

Fruit. If the material is of fast color and is washable, the best way is to place the stain over a bowl and pour boil-

ing water onto it from a height of two or three feet. The remaining stain can usually be bleached by hanging the wet material in the sun.

Sometimes lemon juice acts successfully as a bleach after the boiling water has been used.

Oxalic acid or acetic acid will remove some fruit stains which are particularly stubborn. It is best to alternate the acid and boiling water treatments.

Glue. Glue is soluble in water. If the glue becomes thoroughly dry, long soaking will be necessary before it becomes soft enough to dissolve completely. Dilute acetic acid or white vinegar may be applied with a sponge of clean blotters or a pad of soft cloth.

Grease. Grease stains are more easily removed if vaseline is rubbed into the stain. Soap and warm water will then remove the stain if the entire garment may be washed, or carbon tetrachloride will remove the grease if the garment has to be spotted.

India ink. India ink is impossible to remove if it has penetrated the surface deeply.

Lipstick. Lipstick stains in colored fabrics should be covered with cold cream. After the cold cream has been thoroughly worked in, carbon tetrachloride should be applied. On white material, the stain should be sponged with tetrachloride first, then with hydrosulphite.

Printers' ink. Printers' ink has much the same content as paint. If the material is washable, the stains may be removed by the application of an abundance of soap and water. The material should be rubbed thoroughly. Sometimes it is helpful to rub the stain with lard. After the lard is worked in well, soap and water may be used.

Tar. Tar can be removed by the process suggested for printers' ink.

Writing ink. Writing inks differ so much in composition that it is impossible to find one agent which will re-

move all ink spots. Some of the following suggestions will be helpful:

1. Apply cornmeal, French chalk, or talcum powder to remove ink which is not absorbed by the cloth. This will prevent the ink from spreading. The absorbent should be worked around on the ink spot and removed as soon as it becomes soiled. When the dry absorbent fails to take up more ink, a paste should be made with water and the absorbent, and the process repeated.

2. If the material is washable, soap and water may remove the ink.

3. Soak the stains for a day or two in milk. Change the milk when it becomes discolored.

4. Soak the stain for a few seconds in a dilute solution of oxalic acid.

5. Commercial ink removers are usually satisfactory if the instructions which come with them are followed meticulously.

Mud. Mud stains should be allowed to dry, and then brushed carefully. Sometimes this is all that is needed. The following process may be helpful if further treatment is needed:

1. Soap and water will usually be sufficient for washable fabrics.

2. Some mud stains need only to be sponged with water.

3. If the mud spot is on a black silk of a fine weave, it may be rubbed with a cut raw potato. This leaves a film of starch over the surface which can be brushed off. This treatment leaves a spot on all but black materials.

Paint. Paint may be removed with chloroform or turpentine.

Pencil marks. The method of removing pencil marks from material is the same as removing tinfoil marks. Both contain graphite, which is insoluble.

1. A soft eraser will sometimes remove the marks from stiff, starched materials.
2. If a fabric is washable, soap and water may be used to remove the stain.
3. Chloroform will remove pencil marks if the chloroform is applied carefully with a small brush or cloth.

Scorch stains. Scorch stains should be soaked in lukewarm water, covered with lemon juice and salt, and exposed to the sun. If the material is woolen and the scorch is not deep, the stain may be removed by rubbing the surface with sandpaper. On dark material, the stain should be moistened with water and hung in the sun. The process may have to be repeated several times.

Perspiration. If the material on which the perspiration stains appear is washable, the stain may be removed by rinsing with water. If this does not remove the stain, lemon juice may be used. The juice should be squeezed onto the stain until the spot disappears. Vinegar may be substituted for the lemon juice. If a spot is left from the vinegar, it may be sponged away with water.

If the perspiration stain appears on washable white fabric, exposure to the sun after washing in soap and water may remove the stain. If this is not successful, hydrogen peroxide may be used. As hydrogen peroxide may be injurious to the fabric, it should be a last resort.

Water spots. To remove water spots, dampen the entire surface evenly and press until dry. The surface may be dampened by sponging or steaming.

Sometimes a water spot may be removed by scratching the surface with a finger nail or a stiff brush.

Neatness

Neatness in every detail is essential for the woman who wishes to appear well groomed. A slip or a shoulder strap

which shows, a skirt too long or too short, hose with crooked seams, or shoes run down at the heels will make the smartest costume appear dowdy.

Slips

Slips should be well fitted and reach the hem of the dress. If dresses vary in length, at least one slip should be available for each length of dress. Summer slips should have the back and front panels of double thickness to prevent shadows.

Shoulder straps

Shoulder straps are a definite problem for the girl who has sloping shoulders. The straps slip off the shoulders and become both unsightly and uncomfortable. Small tapes sewed into the shoulder seams of each dress will remedy the difficulty. These tapes should be equipped with snap fasteners on the free end, and should be snapped around all shoulder straps to hold them securely.

Mending

Mending is necessary for the college girl who budgets her income. Many busy students are guilty of substituting safety pins for hooks and eyes, and even for thread. Every girl should set aside a period on her "time budget" each week for mending her clothes. A group of girls can enjoy chattering together while they darn hose, sew on fasteners, or replace hems. Clothes will look better and last longer if they are kept in repair. Plackets will give far less trouble if zippers are substituted for other types of fastenings.

Skirt lengths

Skirt lengths must be right if a girl is not to appear ridiculous. Each girl should consider both her own and the prevailing style when deciding upon the most becom-

ing dress length. The distance of the skirt from the floor should be as near that worn by the average well-dressed woman as is becoming to the individual. In determining the best skirt length, remember that the belt of a dress should never divide it into two equal lengths. A two-thirds and one-third proportion is considered ideal.

Hose

Hose should be worn with the seams straight, should be of the correct weight, and should be without runs or mends. Good hose which are put on carefully and are properly gartered will usually stay straight. For dress, hose in a two- or three-thread weight may be worn. Four-thread hose will give better service for street and school. Seven-thread hose, lisle hose, or socks are best for sports. Excessively sheer hose cannot be worn many times before threads snap and runs appear. By careful shopping, a girl can increase the amount of service she gets from her hose, save money, and, at the same time, wear more beautiful hose. Each girl should find a good brand of hose which looks well and wears well. She should buy two or three pairs in the same shade at a time. Then even after one or two stockings have been discarded, she can yet make up a pair. Several pairs of hose for daily wear are economical also because hose last longer if not worn on consecutive days. It also must be remembered that good hose are more economical than cheap hose.

Shoes

Shoes with crooked or scuffed heels make a person appear unkempt. As soon as heels have become worn unevenly, the shoes should be taken to the repair shop. Shoes get out of shape when carelessly taken off and put on. Pulling shoes on without a shoe horn and taking them off without unfastening straps or without untying the strings will

cause the tops to become bulgy. Proper care lengthens the wearing span of shoes. Shoes which are put away in shoe packets will look well longer than those which are kicked around on the closet floor. Shoe trees, or papers stuffed into the toes, preserve the shape of shoes. Rubbers should be worn to protect shoes in wet weather. If shoes become damp, they should be stretched back into shape and dried very slowly. Quick drying hardens leather. Regular polishing and oiling softens the leather and helps the shoes retain their original beauty. Shoes should be properly cleaned or shined during the weekly "good grooming" period even though they have been cared for during the week.

Handkerchiefs

Handkerchiefs are important to good grooming. An immaculate linen handkerchief, carefully chosen, adds much to the beauty of a costume. Paper handkerchiefs should be carried for practical purposes. This will allow the linen handkerchief to stay in good condition.

Gloves

Gloves either add to or detract from the chic appearance of a costume. If gloves are to be an asset to the appearance, they must be carefully chosen and well cared for.

The appearance of gloves depends upon the quality of leather, the manner in which the gloves are cut and sewed, and the proper fit. The best gloves are table cut. This means that they have been cut by hand and also stretched by hand. This allows the proper "giving" quality. Inexpensive gloves are machine made and machine sewed. Hand-sewed gloves are usually more durable as well as more costly.

Gloves with ample seams should be selected. The wide seams do not rip out so badly as do the narrow seams.

When the seams of gloves rip out, they can be mended by hand or sent to a glove shop. If gloves are purchased a little large, the seams will hold much better. Large gloves are more comfortable, for there is space for perspiration evaporation.

Gloves should be inspected and cared for each week during the "weekly grooming period."

Furs

Furs will wear much longer and look much better if some of the following simple rules on fur care are observed:

1. Furs should be kept dry. If they are water-soaked in the rain, it pays to have a furrier dry and glaze them. They should never be dried rapidly, but should be hung in a room where there is even heat.

2. They should be shaken vigorously and frequently to remove dust and dirt and to discourage moths.

3. Fur coats should be loose, so that there will be no great pull on any of the seams.

4. No fur should have constant friction on any part. A hat rubbing on a fur collar, a purse carried under an arm, or a hand thrust habitually into a pocket will wear away the fur on the spot where the friction comes.

5. Frequent examinations should be made for rips in the skins and any rips repaired before serious damage results.

6. All furs should be placed in *cold* storage for the summer season.

Hats

Hats often get soiled from the combination of dust and the oil used on the hair. This can be prevented by brushing the hat thoroughly with a stiff brush. Sometimes new bands on both the inside and the outside will make an old hat appear new.

The shape of a hat may be preserved by placing the hat on a hat stand. A cover for the hat will keep it from accumulating dust.

The inside band should be kept clean with a cloth dampened in a little cleaning fluid. Felt hats should be sent to a drycleaner when they get soiled. If they are of a good quality of felt, they will come back looking like new.

Perfume

After a woman has groomed herself carefully, she is still just an ordinary woman. It takes an elusive fragrance to transform her into an enchantress on the royal road to glamour. A faint aroma of perfume lifts a woman's spirits and gives her genuine joy.

Perfume also makes a very definite emotional appeal to others. If the scent is so faint that it is difficult to tell from where it comes or just what it is, the impression is favorable. Perfume must be mystifying. If the fragrance is strong, it is never pleasing, and may be revolting to some people.

The secret of using perfume is to apply it lightly in a number of scattered places. It is a mistake to douse one place. Perfume has been placed behind the ears since the first recordings of history. The palms of the hands, the hair, and the body should be included. Underwear may be sprayed before it is folded away. Dresses may be scented about an hour before they are to be worn so that the fragrance may be slight. Perfumes that have an oil base should be used only on the skin. Perfumes that do not have the oil base may be sprayed on clothes.

"What scent should I choose?" is the question most asked about perfumes. The answer is, "The one you like best." Much has been written in an attempt to prove that brunettes should select only heavy, spicy perfumes and blondes

only light, flowery perfumes. It is also contended that a girl of the sophisticated type should choose Oriental odors, that the out-of-doors type should wear spicy odors, while the languid, indoor girl should affect the sweet, bouquet scents. Sometimes the timid girl needs the stimulation of a spicy fragrance. The sophisticated girl may seem more warm and effeminate if the sweet, gentle odor is used. The essential thing is for a girl to try perfumes until she finds one that she thoroughly enjoys wearing.

It is best for each girl to select more than one odor. If she uses only one, she soon becomes insensitive to it. Her friends cease to notice it, and she will have a tendency to use too much. If she can have only one bottle of perfume at a time, she should not buy the same twice in succession. All the perfumes bought will probably be the same type, but there will be enough difference to add variety.

Sachet offers an inexpensive and practical way of keeping clothes pleasantly scented. Elaborate sachet bags are a nuisance and an extravagance. It is much less expensive to buy a bottle of sachet powder, cut absorbent cotton into little squares, fill these with the powder, and place them among the handkerchiefs, gloves, and lingerie. Many women hang sachet bags on their dress and coat hangers. Some place small sachet bags inside their hats.

Some "do's" and "don'ts" to remember about perfume are:

1. Do not leave the perfume bottle in a strong light. Light changes both the color and the odor of perfume.
2. Do not buy perfume in bulk, or in bottles which are not sealed.
3. Do not exchange stoppers in bottles. This affects the odor.
4. Never use a cheap atomizer. It wastes too much perfume.

5. Never put fresh perfume into an atomizer which carries a trace of another perfume. First use alcohol to dissolve any oils which have collected and hardened.

6. Do buy a small trial bottle of a new fragrance. Try it for a while before purchasing a large bottle. Sometimes a fragrance seems entirely different when it is away from the other scents in the store.

7. Do use perfume sparingly.

Discussion Topics

1. What is generally understood when it is said that a person is "well groomed"?
2. What is the relation of grooming to personality?
3. If a person has time to care for only one detail of grooming, what should she do?
4. How can a girl overcome all body odors?
5. Is grooming more important than beauty?

Projects

1. Fill in the "Time Budget" at the last of this chapter. Schedule: meals, classes, study periods, grooming, exercise, sports, club meetings, committee meetings, recreational reading, and social activities. When you schedule study time, indicate what subject is to be studied. Be specific about grooming. List exactly what is to be done: wash hose, press dresses, mend, brush hair, manicure nails, and other points of grooming.

Check this carefully to make sure that you have allowed time for everything. If you cannot find enough time for all the activities necessary to a college woman, seek help from some of your advisers.

2. Take a trip through a large laundry and through a large drycleaning establishment. Note how commercial establishments remove stains and wash, clean, and press clothes.

3. Set aside time to air, clean, and press every dress in your wardrobe. Check frequently to detect unpleasant odors in your dresses and coats.

4. Have a demonstration before the group. Show the general method of treating stains. Demonstrate: how to apply chemicals, how to prevent the formation of stain rings, and how to keep fabrics from becoming rough.

PERSONAL APPEARANCE RATING SHEET NO. III

(Check to be made by an intimate friend.)

Name of person to be rated: _____

Place a check mark in the column which best describes the individual named above. Score as follows:

Always 4 points
 Frequently 3 points
 Occasionally 2 points
 Seldom 1 point
 Never 0

Score carefully. Add the number of points. This total sum will give the individual's "percentage of grooming."

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Body					
<i>a.</i> Bathes daily					
<i>b.</i> Uses deodorant					
<i>c.</i> Free of body odors..					
<i>d.</i> Removes superfluous hair					
2. Dresses, suits, and coats					
<i>a.</i> Well pressed					
<i>b.</i> Clean					
<i>c.</i> Length becoming					
<i>d.</i> In good repair					
3. Underwear					
<i>a.</i> Clean					
<i>b.</i> Shoulder straps hidden					
<i>c.</i> Slips correct length..					
<i>d.</i> Wears foundation garment					

PERSONAL APPEARANCE RATING SHEET NO. III—(Cont.)

	Always	Frequently	Occasionally	Seldom	Never
4. Shoes					
<i>a.</i> Shoes polished					
<i>b.</i> Heels repaired					
5. Hose					
<i>a.</i> Clean					
<i>b.</i> Mended					
6. Gloves					
<i>a.</i> Clean					
<i>b.</i> Without runs					
<i>c.</i> Seams straight					
7. Nails well manicured..					
8. Make-up becoming					
9. Hair					
<i>a.</i> Clean					
<i>b.</i> Well dressed					
10. Perfume					
<i>a.</i> Appropriate					
<i>b.</i> Uses correct amount					
Total					

Percentage_____

TIME BUDGET

FOR

FIRST SEMESTER

(Fill in with pencil.)

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TIME BUDGET

FOR

SECOND SEMESTER

(Fill in with pencil.)

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Etiquette

*P*ROPER ADJUSTMENT to social situations is a chief requisite to success in life. By "social situations" is meant not only teas, parties, and crowds, but every contact one individual makes with another. Rules governing these contacts are called "etiquette." Some people have an aversion to learning these rules. They believe that such knowledge leads to primness, overpreciseness, or painful formality. This is far from true if generous portions of kindness and common sense are added to the knowledge of good manners.

The principles of etiquette have developed gradually through the experiences of people over a long stretch of time. These precepts are based upon the idea of doing the kind, thoughtful thing, and of giving the least offense possible to associates. Adherence to the rules should make human relations smoother. Each social situation could be reasoned out separately as it arises. Even though an etiquette book were never read, good manners would thus be possible. But the individual who depended upon her ability to think through each situation would have her attention eternally upon the correct procedure. This preoccupation would defeat the very purpose of good man-

ners, which is thoughtfulness of others. The girl who wishes to be really gracious and charming will learn the right thing to do and practice it daily. Then, and only then, it will become a part of her. She will then have that "air of breeding, assurance, and genuineness," and "will be never affected . . . never conspicuous," as Elizabeth Woodward has described every young man's ideal girl.¹ The assurance of knowing the correct thing to do at any time is of great importance to the personality. A girl who is worried about the correct procedure in any social situation will feel self-conscious and inferior, and will lack poise. She is egocentric at least for the moment. Another girl who "knows and knows that she knows" can forget about such things as "etiquette" and "self," and may give her entire attention to the people present or the activities at hand. This is true charm.

Some of the etiquette every college girl should know is included in this chapter. Since it is not possible to include it all, references to books and pamphlets which may be helpful have been included in the bibliography at the end of the chapter.

One test given at the end of this chapter should be taken before the discussions on etiquette are held. Another should be taken at the end of the course. This will give each girl a check on her own knowledge of the subject.

Every girl must remember that reading rules of conduct is not enough. Good manners are possible only if practiced every hour of the day.

Dormitory or Sorority House Etiquette

It is a real achievement to become an integrated member of a dormitory. The egocentric person will find diffi-

¹ Woodward, Elizabeth, *Gentlemen Preferred*. Philadelphia: Ladies' Home Journal, 1934, page 1.

culty at every step. The girl who has trouble with the college administration, argues with her teachers, is in disfavor with her hostess, and does not get along well with her roommate had better check up on herself. This girl can change her personality so that she will be popular and so that she will have no friction in her human relations. First she must become mentally objective.

The house mother

Because she is filling a position of great difficulty, the house mother is entitled to the respect of every girl. This woman is responsible both to the girls' parents and to the college. The girls may show their respect by standing when the house mother enters the room, by introducing parents and friends to her, by keeping her informed of their whereabouts, and by observing the house rules.

When the house mother enters the room, the girls should stand and remain standing until she is seated. When girls rise upon the entrance of an older person, other than the house mother, each should stand at the side of her chair, so that it may be taken by the guest.

Parents and friends should always be introduced to the house mother. This should be done even though it may be inconvenient to locate the hostess at the time.

Students may also show their thoughtfulness of the house mother by keeping her informed of their whereabouts. If the house is small, each girl should tell the hostess where she is going and when she may be expected back. If the house is large, the girls should leave some written memorandum. A hostess should be able to locate any member of her hall in case of an emergency.

House rules

House rules are the result of years of experience and experiment. They are made for the protection of the girl

as well as for the protection of the good name of the school. Since the hostess must enforce the rules, the girls should be courteous enough to keep them. Only an extremely ego-centric person can fail to see that she inconveniences many others when she breaks any of the rules.

A student living in a dormitory has every chance to develop mental objectivity, for dormitory manners are based upon common sense and thoughtfulness of the rights of others. The following suggestions made by a group of college girls testify to this fact:

1. Never borrow clothes. Some dresses become almost public property. A girl never feels right in her own dress if every member of her sorority has been seen in it.

2. Always knock at the door of another. Wait for an invitation before entering.

3. Never read another's mail, even though it is lying opened.

4. Do not visit in another's room during study hour. Even though the girl says that she has nothing else to do, she is probably only being polite.

5. Consider others before making a noise during study hour. Radios, typewriters, tap dancing, or loud talking may bother other students.

6. Do not talk too much. Never interrupt another when she is studying. Many girls, by talking constantly, make concentration on the part of their roommates impossible.

7. Even when quiet hours are not in effect, consideration for others should be shown. Loud screaming, loud laughing, running through the halls, and banging doors embarrass the girls who have company and disturb those who wish to rest or read.

8. Permission to call on a sick student should be secured from the house mother or nurse. Often a patient cannot

have visitors, as rest usually helps more than conversation. Calls on sick persons should be brief.

9. Telephone conversations should be short. This courtesy should be shown the other girls who live in the house. Girls who are waiting for the telephone should be considerate of the girl who is using it by remaining quiet.

10. Newspapers are placed in the dormitory for the use of all the girls. After they are read, they should be folded and returned. Only a selfish girl will take a clipping from the paper before the paper has been read by all.

Classroom Etiquette

Students should carry their good manners and consideration for others into the classroom. They should cultivate the friendship and acquaintance of as many of the faculty as possible. No girl should be too self-sufficient to seek the guidance and help of some faculty member in important decisions in which that faculty member could be of assistance. When help is given, appreciation should be expressed.

Students should not speak disrespectfully of any member of the college administration or of any faculty member. Each holds a responsible position because of his capability, and is deserving of respect.

Each teacher should be greeted with a polite and cheerful "Good morning" or "Good afternoon." In answering a question asked by a teacher, the cultured college woman will say, "Yes, Dean Young," or "No, Dean Young." Never will she say brusquely "Yes" or "No," or be guilty of a slovenly grunt, "Uh-huh."

Faculty members should be given the right of way in the corridor, in entering or leaving the elevator, and in entering or leaving a room.

The courteous student will listen attentively in class and take notes on the important points.

Table Etiquette

Bad table manners are unbearable. There is no possible excuse for slovenly eating habits. While table deportment varies with households, communities, and nations, it is always based upon experience, thoughtfulness of others, and common sense. Every girl should make it her duty to conform to the highest standards of the etiquette of the dining room where she is eating. Every person has an obligation to eat so that she will in no way be offensive to others present.

When taking her seat at the table, if a lady is seated by neither waiter nor escort, she quietly seats herself. If an elder or more distinguished woman is dining with a group of girls, one girl should see that the guest is courteously seated.

As soon as everyone is seated, each should take her napkin, unfold it half way, and spread it across her knees. It will be more convenient for use if the folded edge is laid next to the knees and the open edge nearest the body. If no hostess is present, the eldest woman present should give the signals to be seated, to take the napkins, and to start eating.

Silver

The silver, as a rule, is placed in the order of its use. The pieces to be used first are on the outside. Guests need never worry about which silver to use, as they must wait for the hostess to start eating. The guests must follow the example set by the hostess in the choice of silver and in the manner of eating, no matter how mistaken they may think the hostess is. Every girl must study proper table

settings and proper etiquette so that she can be a perfect hostess.

Silver must be used properly. When meat is being cut or conveyed to the mouth, the fork should be held with the tines down. When vegetables are eaten, the fork tines should be held up. When meat is being cut, the handles of both knife and fork should press into the palms while the index fingers hold both knife and fork firmly in place. When eating soup, a girl should dip the spoon away from her and sip the soup from the side of the spoon. When semi-solid food is eaten, a girl should dip the spoon toward her and take the food from the end of the spoon. Used silver is placed back on the plate, never on the tablecloth. Knife and fork should be placed parallel to each other at the center of the plate. The sharp edge of the knife blade should be placed next to the user. Handling silver correctly is a matter of habit. No girl can be careless in her use of silver every day and eat beautifully on special occasions: she will then either be self-conscious and uncomfortable, or will slip back into her usual careless manner.

Fork foods are: *Canapés* and hors d'œuvres served at the table, meats, vegetables, brick ice cream, some fruits, salads, artichoke hearts, pie, and cake.

Spoon foods are: Ice cream, fruit sauce, puddings, cantaloupe, and grapefruit.

Finger foods are those which can be eaten without soiling the fingers. Some are: small *canapés* and hors d'œuvres served with tea or cocktails, bread, crackers, artichoke leaves, radishes, small onions, pickles, olives, corn on the cob, and fried chicken (when eaten in the privacy of a small informal group).

Finger bowls

Finger bowls are a puzzle to some girls. The finger bowl is usually brought in on a china plate which is also

Fig. 34. A girl may be seated by either the head waiter or her companion.

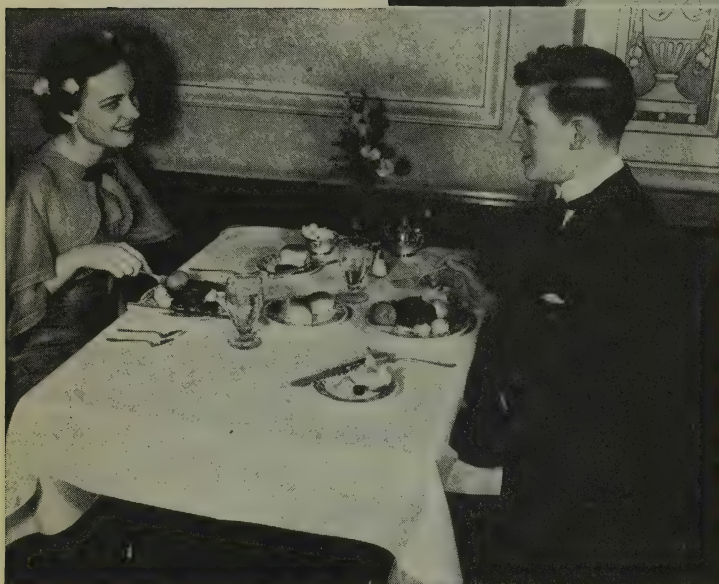


Fig. 35. The left hand, when not being used during a meal, is laid in the lap.

Fig. 36. The knife and fork should be held in an easy manner.



*Photos courtesy of
"Capper's Farmer."*

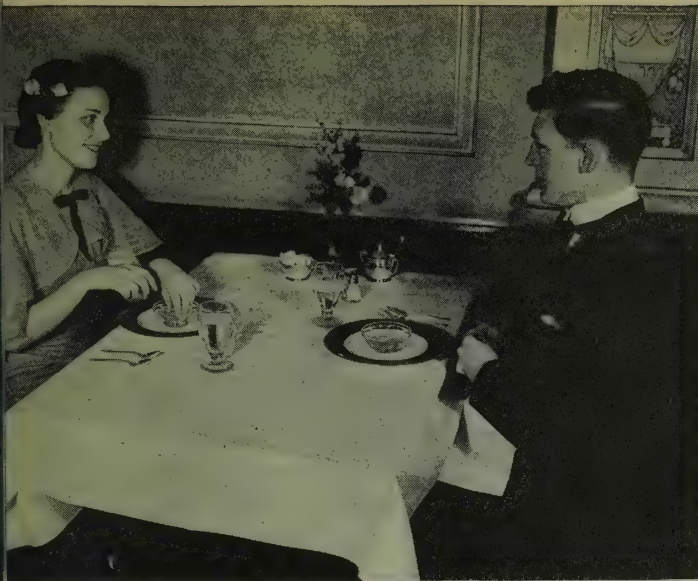


Fig. 37. The finger tips of one hand at a time should be dipped into the finger bowl.

Fig. 38. The lips should be touched with the napkin before water is drunk from a glass.

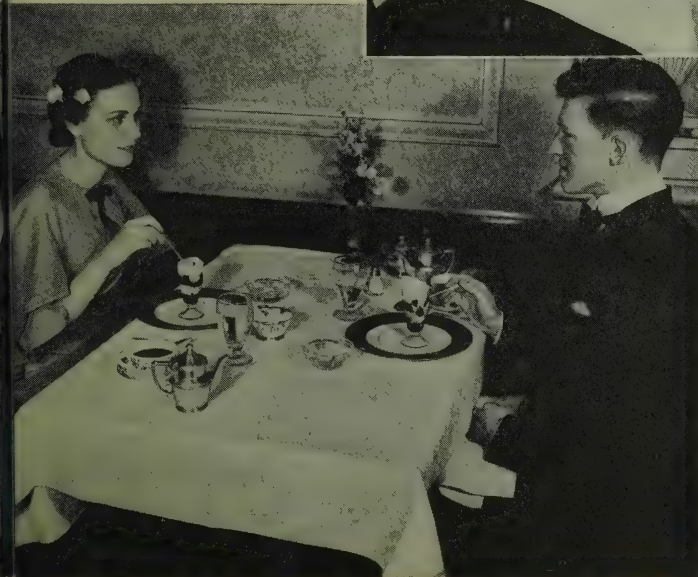


Fig. 39. An appetizing dessert and joyous conversation climax a dinner.

used for the dessert. On the plate are: a smaller plate, a doily, a finger bowl with a little warm water in it, a dessert spoon or knife, and a fork. The fork will be found at the right of the finger bowl and the spoon at the left. Using both hands, the finger bowl, doily, and small plate should be picked up and placed to the left and back of the dessert plate.

After finishing the dessert, the finger tips of one hand at a time should be dipped into the bowl and dried on the napkin. One damp finger may be touched to the lips. The lips are dried daintily with the napkin.

Miscellaneous reminders

Girls often need reminding of the following:

1. One should dip her spoon away from her when eating soup.
2. Food should be eaten quietly and slowly.
3. Accidents at the table should be acknowledged by, "I'm so sorry. Please forgive me." No more should be said. Silver dropped on the floor should be left there.
4. Nervous mannerisms, such as playing with the silver or dishes, should be avoided. When one is through eating, the hands should be left calmly in the lap.
5. The lips should be touched with the napkin before water is drunk from a glass. This will avoid leaving an ugly ring on the glass.
6. When in doubt as to the correct procedure, ask. People enjoy displaying their knowledge and will bless you for giving them the opportunity.
7. Every girl should make it her business to know how to set a table, how to serve, and how to eat beautifully. The references given in the bibliography at the end of this chapter will be worth while.
8. Talking from table to table is not courteous.

9. During entertainment numbers, consideration demands absolute quiet.

Formal Dinner

The invitations to a formal dinner may be written by hand or engraved. They must be in the third person. The following form is often used:

*Gamma Gamma Gamma
requests the pleasure of
Miss Alice Akers'
company at dinner
on the tenth of October
at seven o'clock
at the Brown Palace Hotel*

The invitation may or may not have "R.s.v.p." (Répondez s'il vous plaît) on it. The translation of this is, "The favor of a reply is requested." A dinner invitation requires an immediate reply. The acceptance should conform in wording and spacing to that used in the invitation. It may be written on the first page of note paper as follows:

*Miss Alice Akers
accepts with pleasure the kind invitation of
Gamma Gamma Gamma
on the tenth of October
at seven o'clock dinner
at the Brown Palace Hotel*

An accepted invitation is a binding obligation. Last-minute, trivial excuses are unpardonable. If it is impossible to accept the invitation, the reply may be:

*Miss Alice Akers
regrets extremely that a previous engagement
prevents her accepting
Gamma Gamma Gamma's
kind invitation for dinner
on Wednesday, the tenth of October*

The table setting for a formal dinner is the same as for an informal dinner. The menu differs in that no finger foods should be served at a formal dinner.

Place cards are considered smart if they are severely plain. They may be white or cream and may have the college seal or sorority crest on them. Decorative cards are sometimes used for luncheons, but never for dinners.

The seating of the guests calls for thoughtful planning. If the dinner is in a home where there is a host and hostess, they take the places at the ends of the table. At the right of the host is seated the most important woman guest, while at the right of the hostess is seated the most important man guest.

At a sorority house, the sorority hostess and sorority president sit at the ends of the table. At the right of the hostess is seated the guest of honor, who may be the speaker of the occasion. At the right of the sorority president may be the oldest sorority advisor, or perhaps the Dean of Women. The person having this place should be the second most important person present. Other places of honor are at the left of the sorority hostess and the left of the sorority president.

At a public dinner the speakers' table is usually placed on a raised dais at one end of the room. Not everyone at this table, perhaps, will speak, but it is considered a special courtesy to important guests to seat them at this table. Everyone at this table faces the room. The toastmistress should have the central position at the speakers' table. At her right should be seated the most important guest; at her left, the guest second in importance.

Other guests are usually seated in congenial groups at small tables.

When entering the dining room at a large dinner party, the host leads the way with the lady guest of honor on his

arm. The hostess and the guest who is to sit on her right come in last. If a dinner group is small, and no place cards are used, the women enter first, followed by the men.

At a sorority dinner, the hostess and the chief guest of honor lead the way. The president of the organization comes in last with the guest who is to sit at her right.

Conversation at a dinner should be light and pleasant, so that everyone may participate. Each one should talk to both the person at her right and the person at her left. It is not considerate of guests to talk too much to any person, to talk about deep or controversial subjects, or to talk to guests who are seated too far away.

Formal Tea

The invitation informs the guest of the type of social function to expect. If the tea is to be formal, the invitation will be in the third person. If the tea is to be informal, the invitation will be in the first person.

An invitation to a formal tea may be as follows:

*Tri Omega
requests the presence of
Miss Helen Waters
at tea
from three until five
on Monday, the eighth of October
Hammond Hall lounge
Emerson College*

The authorities on etiquette all seem to agree that an invitation to a tea need not receive a reply. However, most hostesses appreciate knowing how many guests may be expected. Since thoughtfulness of others is a basis of all good manners, it will be courteous to the hostess if a guest immediately replies. An appropriate answer to the above invitation would be:

Miss Helen Waters
accepts with pleasure the kind invitation of
Tri Omega
to tea
from three until five
on Monday, the eighth of October
Hammond Hall lounge
Emerson College

A guest should arrive at the tea some time between three and four-thirty.

At the door will be a *receiving line*. This is usually composed of the hostess, the guests of honor, and perhaps the mother of the hostess. If tea is held at the college, the faculty sponsor and the president of the organization often make up the receiving line. If the tea is at a sorority house, the president of the sorority and the sorority hostess may receive. The line should be short.

A girl who cannot accept an invitation should at least send her card to the hostess the day before. If there is a guest of honor, a second card should be included for her.

The conversation in the receiving line consists of introductions and sincere greetings. No one should delay the guests by long conversations. Neither should anyone rush through the line as if anxious to get an unpleasant task over as quickly as possible. Each member of the receiving line should smile, smile, smile, as she shakes hands with the guests. It is the duty of each one present to be pleasant and interested in each other individual present.

Guests should remain at a formal tea about fifteen or twenty minutes. While at the tea, each guest should meet and talk with as many of those present as possible. The timid girl will find it difficult to chat easily as she drifts from one group to another. She should exert herself to do this, however, as it is a part of the development of a pleasing personality to overcome timidity.

After the visitor has talked with others for a few min-

utes, an assistant hostess will ask her if she wishes to be served. Since the manner of service at each tea varies with the ideas of the individual hostess, each guest should be told how to proceed.

Before leaving, the guests should find the hostess, if she is at leisure, and express their pleasure in the entertainment afforded them. If there is a guest of honor, the guests should be sure to bid her good-bye and express pleasure at having met her. Many times it is possible to see the hostess and guest of honor only in the receiving line.

Each guest should leave her calling card. A card tray is usually provided at the door so that it will be convenient for use as the guests depart.

Informal Tea

Invitations to informal teas may be made on calling cards, on double cards, on note paper, or over the telephone. If the calling cards are used for invitations, the hostess may write on the lower left-hand corner:

Saturday
October seventeenth
Tea at four o'clock

It is permissible to put "R.s.v.p." on the calling card invitation. When this is done, the person invited may answer by writing on her own personal card, "Delighted to come on October seventeenth at four o'clock." Or, "So sorry, but cannot come on October seventeenth at four o'clock. Will be out of town."

Double cards are often used for informal tea invitations. In the center of the outside of the card is engraved the name of the organization, the name of the woman, or the names of the husband and wife issuing the invitation. In the lower left-hand corner of the card the address may be

given. The remainder of the card is left blank. On the inside may be written any type of informal invitation or message. If note paper is used, the invitation is written on the first page.

The success of an informal tea depends upon the conversational skill of the hostess. Since the guests are usually the best friends and most interesting acquaintances of the hostess, there is no receiving line and no definite time for the guests to remain.

The tea is usually served in the living room, on the porch, or on the lawn. Simple sandwiches and cookies are served with a very hot or a very cold beverage. The beverage may be coffee, tea, chocolate, or punch.

Receptions

The term "reception" is applied to a number of social functions which may be either formal or informal. The difference between a formal reception and a formal tea is in the length of the receiving line. The receiving line at a reception is usually longer than the receiving line at a tea.

Week-End Etiquette

The invitation

A week-end invitation should be written in the form of a letter. If the week-end is to be spent with a college chum, the invitation letter is usually written by the mother. A letter is better than a telephone conversation, for the invitation can contain full plans for the visit and can be referred to from time to time. The plans should include the time at which the guest is expected, suggestion for her transportation, plans for meeting her at the station, the type of entertainment she may expect, clothes she will need, and the time she will be expected to leave.

A guest should answer such an invitation promptly. If there is anything about which she is in doubt, she should ask. She should be definite in telling her hostess at what time she will arrive.

The hostess

The hostess should have plans so well made that she can be free to take her hostess duties lightly. Each guest should be provided with a drinking glass, soap, towels, and plenty of cover. The guest should not be left in doubt as to the time meals are to be served, what plans have been made for her entertainment, or what she can do to help.

The guest

A guest who wishes to have a good time on a week-end and wishes to be invited again should remember that:

1. She must do her part conversationally. She must talk to every guest present and every member of the family. She must not neglect the timid or the elderly.

2. She must be punctual at meals and she must keep every appointment her hostess has made for her entertainment.

3. She must have clothes for every need. She must not borrow. She must not bring any more clothes than she actually needs to look presentable.

4. A wise guest will fall in line enthusiastically with all the entertainment plans made by the hostess.

5. She must have no food notions.

6. The property of the hostess must be respected. A guest will bring cleansing tissues and a shoe flannel so that the bed spreads and towels of the hostess may be preserved.

7. Some time during the week-end, the guest should entertain her hostess. She may take her friend and her friend's mother to tea or luncheon. If the mother has

been doing the cooking, she will enjoy being taken to lunch or to dinner.

8. A guest should write a "bread and butter" note to her hostess immediately upon her return to school. The note should express the appreciation of the guest for a delightful time. She may also mention some special favor. A gift to the hostess is also a pleasant custom.

The letter of appreciation should be written to the hostess of the week-end party, whether she is the mother of a friend, the house mother of a dormitory, or the hostess of a sorority or a fraternity.

Travel Etiquette

Experienced travelers take very little baggage with them. Trunks, extra suitcases, or packages should be checked or sent by express. This will lessen the duties of the traveler, as well as the number of tips.

Baggage should be compact, durable, and inconspicuous.

Girls who travel alone must be courteous, poised, and considerate of the rights of others. Those who possess these qualities will find their trips pleasant and their associates enjoyable.

On a train

Travel by train will always be pleasant if the travelers observe certain customs:

1. Passengers should have their tickets ready, so that the conductor will not be delayed.

2. The occupant of the lower berth has the privilege of facing the engine during the day's ride. The person having the upper berth sits opposite. The thoughtful person who has the better seat will invite the other to share her

seat with her, especially if the one riding backward seems at all uncomfortable.

3. The occupant of the upper berth should have all her belongings collected before she rings for the stepladder. Usually, a woman finds it most convenient to remove her clothes in the dressing room and most comfortable to wear a dark, tailored robe.

Travelers are expected to dress in the berth to some extent. If they go to the dressing room partially dressed, they can quickly complete their toilets. Thoughtfulness of other travelers demands that no one person assume exclusive rights to the dressing room.

4. Table manners on a train are similar to those in a restaurant. The crowded condition of the diner often makes it imperative that strangers share the same table. A young woman must never impose upon any guest by allowing him to pay for her meal. Even if she has met some young man who is going to the same house party, there can be no exception. She must pay every item of her own expenses.

5. Tips are standardized. Usually a porter's tip is twenty-five cents for each day. Ten cents extra is added for each extra service. A "red cap" receives ten or fifteen cents, and a taxi driver is tipped ten cents above the fare. However, in most college towns students are not expected to tip taxi drivers.

At a hotel

Hotel etiquette is very definite. A woman should remember the following regulations:

1. A woman traveling alone will find it advisable to telegraph ahead for a room.

2. Upon entering a hotel, a woman goes directly to the desk, registers, and proceeds to her room. She does not loiter about the lobby.

3. An unmarried girl registers, "Miss Helen Jones, Atlanta, Georgia."

4. Guests should be entertained in the hotel drawing room, never in a private room.

5. A fee varying from ten to twenty-five cents is sufficient for the boy who carries the bags. This depends upon the number of bags. Waiters should receive 10 per cent of the cost of the meal. Housemaids should receive a dollar a week. No tip need be left for a housemaid if the hotel guest has stayed only one night.

When With a Man

A young woman should give a man every opportunity to display gracious manners. If he does not know proper etiquette or is negligent, she must cover up his errors the best she can. She should give no sign by either looks or words that he is lacking in social amenities. If she does not enjoy his company, she need not go with him again.

On the street

A young man should walk next to the curb. This is true even though there are two ladies with him, and even though he is forced to walk at times next to the one he least admires. Never does he walk between them. This custom of the man's walking next the curb is a relic of a protective measure in the days when there were many horses, muddy streets, and no sidewalks. The courageous male walked between his lady and the dangers of splashing mud, jostling crowds, and flying hoofs.

In the daytime, a girl should not hang onto a man's arm. She may take the man's arm at night if she needs assistance.

In a theater

Where there is no usher, the man leads the way up and down aisles. If there is an usher to locate the seats, the lady goes first down the aisle. The lady always enters the row first, where seats have been located by either the usher or the man.

Thoughtfulness of others demands that a lady must remove her hat when a performance is in progress.

When going upstairs

If a couple cannot walk side by side, the man goes first. The lady comes downstairs first. This custom is left over from the days when no gentleman allowed his eyes to wander below the hem of a lady's skirt.

A girl who is to meet a friend in a public place should enter and sit near the door, where she can see his arrival. She should never stand by the door and wait.

In a restaurant

The hostess or headwaiter usually locates the tables for guests. In this case, the girl goes first and is followed by the man. If there is no one to find the table, the young man courageously sallies forth and locates the table. The girl will give an opportunity to the man or headwaiter to seat her. If she is not seated, she must seat herself quietly and call no attention to the omission. Whenever possible, the lady should sit at the right of the man. The host should give some indication of the type or price of dinner he is prepared to offer. If he does not, his guest should be conservative with her order. She must remember that more often than not the college man has a limited budget. The young lady should give her order to the man, who then orders for both. The table is a place for light, humorous conversation. Even though the place and

food may not be perfect, no fault should be found. Just as much fun can be had while chewing a tough steak as when nibbling the most delicious lobster.

In general

Re-touching make-up in public is thoroughly disliked by most men. The well-poised girl will let her hair, clothes, and complexion alone until she can excuse herself and retire to a rest room. One who is constantly making up in public can be thinking only of her appearance. The attention of a charming woman is always on her companion.

The problem of "petting," "necking," "pitching woo," or whatever the latest college expression may be for love-making, is always a paramount one for college women. The problem resolves itself into one of good manners. When young people are taught good manners, or, in other words, true consideration for each other and high evaluation of self, the problem is solved. Sex education should be given every young person; further than that, the golden rule will be all that is necessary in the solution of this ever present problem.

Visiting Cards

Visiting cards are a great convenience. A woman's card is usually $2\frac{7}{8}$ inches by 2 inches in size. A girl's card is slightly smaller. A card may be plain or may have a scored border. It may be made of Bristol board or parchment. It must be engraved.

The name on the card is spelled out in full, as, "Miss Helen Mae Brown." Nicknames or middle initials are not used. If an address is given, it is placed at the lower right of the card.

The informal card is popular. This type of card is larger than the calling card and is double. The inside is left plain for invitations or messages.

Some of the uses of visiting cards are:

1. After a formal call, cards are left for the hostess and the guest of honor.
2. Cards are used as inclosures for gifts.
3. Informal invitations are written on visiting cards. A hostess simply writes on the lower left-hand corner of her card:

*Wednesday
January eleventh
Luncheon at two o'clock*

4. Informal invitations may be answered on a calling card. Across the card may be written, "Delighted to come on January eleventh at two o'clock," or "So sorry, cannot come on January eleventh. Have another engagement."

5. A person who cannot attend a tea or reception may leave her card with her hostess the day before the function is to be given.

6. A card may be left at the home of a bereaved acquaintance. Across the top may be written, "Sincere sympathy," or "Deepest sympathy." Leaving a card is polite, and is far better than silence.

7. A personal card, across the top of which is written, "Congratulations," may be sent to a graduate or to the mother of a new baby.

Correspondence

Letters or notes should express the personality of the writer. The correspondence paper should be conservative, unruled paper of good quality. Clear ink, margins, good grammar, correct spelling, and correct punctuation are all minimum essentials of any letter. It is best not to follow any set rules, but it must be remembered that only things which could be published should be written in a letter.

Letters may be addressed in either of the two forms:

1. Miss Helen Margaret Moe
465 Cleveland Place
Chicago, Illinois
2. Miss Helen Margaret Moe
465 Cleveland Place
Chicago, Illinois

The title *Miss*, *Mr.*, or *Mrs.* must be used before the name. There should usually be no abbreviations and no punctuation at the end of a line in the address on an envelope.

The following suggestions should be followed by the college girl in her letters:

1. Write home regularly.
2. Write only of cheerful, interesting topics.
3. Never write of gossip or trouble.
4. Never write sentimental letters to boys.
5. Write "bread and butter" letters promptly.
6. Answer invitations immediately.
7. Never read the letters belonging to another.

Friendships

Both men and women friends are necessary for the well-balanced individual. Because friends wield a tremendous influence upon both the personality and the behavior, they should be selected with great care. The next task is to keep them. A person who wishes to make many lasting friendships must develop certain personality characteristics.

A girl must not be overly dominant. For instance, she should not insist upon spending an evening just as she wants to spend it. The pleasures of others must be considered. She should not dominate conversation; others must be allowed to express themselves. A conversation should be

directed toward the interests of the group rather than toward the interest of one individual.

Too much self-sufficiency is not approved of in a woman. Both men and women like to be asked for advice or information. Men enjoy performing small favors for their friends, and they do not appreciate having a girl shower too many favors upon them. A capable woman can hold many of her friends if she lets them know that they have inspired her accomplishments.

Egocentricity is the chief enemy of friendship. Often an egocentric girl makes herself disliked by trying to impress others with her own importance, her good looks, her popularity, or her accomplishments. The mentally objective girl will let others know that she appreciates them. She will never humiliate or speak ill of another. She will never be sarcastic. When she is with a man, she will never make him feel uncomfortable by speaking of her other beaux. She will also be considerate by not allowing him to spend more on her than he can afford.

Men should be treated with an attitude of friendship. "Get your man" tactics frighten most men away.

The girl who is animated among men and sullen among women usually wins no women friends. She is as unfortunate as the girl who is timid and colorless when with men and blossoms out in the presence of her girl companions.

For the most part, friendships will take care of themselves for the individual who follows the golden rule.

Graduation Etiquette

No flowers should be worn with the cap and gown. No student should be dressed differently from the others. Shoes and hose should be of a uniform type and color.

Caps should be worn straight on the head. All tassels

should hang from the right of the cap until the student receives her A. B. degree. For all degrees, the tassel remains on the left.

A prompt response should be made to all graduation gifts.



Fig. 40. Graduates should dress as nearly alike as possible.

Projects

INDIVIDUAL

1. Every girl should take the etiquette test at the end of this chapter. After answers have been checked, each girl should list her mistakes. Proper procedures for correcting these errors may easily be found in the references in the bibliography at the end of this chapter.

2. For a whole day make an attempt at having a mentally objective attitude toward every person you meet. Say only the kind, tactful things, and go out of your way to do favors for

others. At the end of this day, check up with yourself and see if this day has brought unusual happiness.

GROUP

1. Formal and informal dinners should be given. These should be held in a dining room large enough to accommodate the entire group. A demonstration table to be served first, as a model, should be placed in full view of all those in the room. Preceding each course, a lecturer should call attention to the table setting, the table service, and the table etiquette.

2. An assembly period may be centered around the subject of etiquette by having various organizations give skits. Much zest can be added to the occasion if it is held in the form of a contest and a prize is offered for the best skit. A prize may also be given to the individual who detects in the skits the greatest number of errors in etiquette.

The dramatizations might depict any of the following situations:

- a.* A group of young people are entertained in a girl's home.
- b.* Several couples dine in a restaurant.
- c.* Two girls meet friends on the street.
- d.* Some dormitory girls entertain guests.
- e.* A family is at dinner.
- f.* A girl travels alone.

HOW MUCH ETIQUETTE DO YOU KNOW?

(Underline the correct answer.)

1. The well-dressed woman is clothed (a little better than the average, appropriate to the occasion, immaculately).
2. Girls should wear (hats and gloves, neither hats nor gloves, hats and carry gloves) to a formal tea.
3. A girl (should, need not, must not) wear hat and gloves downtown.
4. If guests are coming to dinner, the hostess should wear (formal dinner dress, whatever the guests are likely to wear, Sunday afternoon dress).
5. For school a girl should wear (her best clothes, good dresses which are too worn for best, simple sports clothes).
6. Guests who are attending a formal luncheon (may, may not) remove the hands of long gloves and tuck them in at the wrists.
7. A woman (should, may, should not) wear a hat to the dining room when she is a house guest at a hotel.
8. Water goblets should be held by the (top, middle of bowl, stem).
9. It (is, is not) perfectly proper to eat the lettuce on the salad plate.
10. Liquid food is taken from the (side, end) of the spoon.
11. It (is, is not) correct to eat all of the food on the plate.
12. A person should dip her spoon (away from, toward) her when eating soup.
13. A slice of bread should be spread (all at once, part at a time).
14. The lady who is the honor guest at a dinner should sit at the (right, left) of the (hostess, host).
15. The (hostess, host) should lead the way into the dining room.
16. The (hostess, host), accompanied by the guest who is to sit on (her, his) right, should enter the dining room last.
17. Underline finger foods, place a circle around the fork foods, and leave blank the spoon foods: Bread, pie, grapefruit, ice cream, brick ice cream, lettuce, watermelon, pickles, celery, fruit in fruit cup, corn on cob, rolls, olives, radishes, half cantaloupe, lima beans, asparagus, canapé served at the table, hors d'œuvres served with tea or cocktails.

HOW MUCH ETIQUETTE DO YOU KNOW?—(Cont.)

18. After a knife has been used, it should be left (on the table, on the plate, with the blade leaning on the plate).
19. The finger tips of (one hand at a time, both hands at once) are placed in the finger bowl.
20. A dinner guest should (fold, crush) her napkin and leave it by her plate.
21. Silver which is dropped should be (picked up immediately, left for the waitress).
22. Bones and seeds may be removed (on a spoon, with the fingers, on a fork).
23. Savory tidbits of meat, cheese, egg, or relishes are called (*demi-tasse*, *canapé*, *hors d'œuvres*, *ragout*).
24. Coffee served after dinner in the lounge is called (*café noir*, *demi-tasse*, *consommé*).
25. The hostess at dinner should (eat rapidly so that she can talk, eat slowly, eat until the last guest has finished).
26. The prongs of the fork are held (up, down) when carrying meat to the mouth if the fork is changed to the right hand.
27. When entering a restaurant where there is a headwaiter, the (man, girl) goes first.
28. When dining in a public place, the girl should give her order to (the man, the waitress).
29. While she is eating in a restaurant, a girl may leave her purse and gloves (on the table, on her lap, on the floor, with the man).
30. When a girl is being seated at the table, she should enter her chair from the (right, left, more convenient) side.
31. A woman, when not in her own home, (should not, may, should) rise when introduced to an elderly man.
32. A restaurant menu on which every course is listed separately is headed (*compote*, *table d'hôte*, *à la carte*).
33. When a woman stops at a restaurant table to talk, the men at the table should (stand until the woman leaves, rise only to be introduced, remain seated).
34. In a *café*, when food is served in individual dishes, it is best to (eat directly from the small dishes, transfer the food to the service plate).

HOW MUCH ETIQUETTE DO YOU KNOW?—(Cont.)

35. When walking with two ladies, a man must walk (between them, next to the curb).
36. A girl (may, should, should not) assist a man into his coat.
37. When entering the back seat of a car, a woman should (sit on a man's left, sit on a man's right, take the far seat).
38. When a person calls another on the telephone, the one who (makes the call, is called) should say "good-bye" first.
39. Gifts given at a shower or birthday party should be (opened immediately, kept until the party is over).
40. In entering a theater where there is no usher, the girl goes (first, second) down the aisle and (first, second) into the row.
41. Cards (should, may, should not) be left at a formal tea.
42. (Miss Brown, Miss Helen Brown, Helen Brown) is the correct way of placing a name on a calling card.
43. An error in grammar made in public by a friend should be (corrected immediately, corrected privately, ignored).

(Circle T or F.)

- T F 1. One should wait for a sign of recognition before interrupting a busy person.
- T F 2. It is good taste to discuss personal or family affairs with one's acquaintances.
- T F 3. It is correct to say "Miss White, may I present Mr. Johnson?"
- T F 4. When a man is introduced to a group, his name should be repeated to each person.
- T F 5. Women must never rise for an introduction.
- T F 6. A proffered hand should never be ignored.
- T F 7. A person should correct another who has mispronounced her name.
- T F 8. When one meets a friend on the street, it is proper to stop and chat.
- T F 9. A girl's visiting card should have the title "Miss" before her name.

HOW MUCH ETIQUETTE DO YOU KNOW?—(*Cont.*)

- T F 10. A "bread and butter" note should be written to the hostess within a few days after a week-end visit.
- T F 11. It is sometimes correct to answer a formal invitation informally.
- T F 12. A hostess should never give an informal invitation over the telephone.
- T F 13. "I shall be delighted to come if I can get through work in time" is a correct way of replying to a dinner invitation.
- T F 14. It is not necessary to answer a dinner invitation unless the letters "R.s.v.p." are on the invitation.
- T F 15. It is correct to arrive about five minutes before time for a dinner party.
- T F 16. It is not necessary for the dinner hostess to wait more than twenty minutes for a tardy guest.
- T F 17. Only the hostess is responsible for any of the conversation at a dinner.
- T F 18. Leaning on the table while one is eating is now acceptable practice.
- T F 19. It is proper to drink soup served in bouillon cups.
- T F 20. One should use the silver nearest the plate for the first course.
- T F 21. Food dropped on the table should be left there.
- T F 22. Salad should never be cut with a knife.
- T F 23. When meat is being cut, the handle of the fork should press into the hand.
- T F 24. When vegetables are conveyed to the mouth with a fork, the fork prongs should be turned down.
- T F 25. A knife may be used to remove baked potatoes from their skins.
- T F 26. A croquette may be cut with a knife, then eaten with a fork, which is held with the tines up.
- T F 27. "I'm sorry, but I already have an engagement for Saturday night" is a sufficient reason for not accepting an invitation.
- T F 28. It is not necessary for a girl to thank a man for a pleasant evening.
- T F 29. A girl need not introduce her guest to the house mother.

HOW MUCH ETIQUETTE DO YOU KNOW?—(Cont.)

- T F 30. A girl has the right to break an engagement to accept a more interesting invitation.
- T F 31. At a dance, if there is no one to serve punch, a girl should serve her partner and herself.
- T F 32. At a private party, if a girl refuses to dance with one man, she must not immediately dance with another.
- T F 33. At a private party a girl may refuse to change partners if someone whom she does not like cuts in.
- T F 34. A young lady may attend a public dance if she is in the company of another girl.
- T F 35. A girl may say, "I enjoyed it, too," when a man thanks her for a dance.
- T F 36. It is never permissible for a person to arrive later than twenty minutes before the close of a tea or reception.
- T F 37. Guests should remain at least an hour at a formal tea or reception.
- T F 38. Guests should wait for the hostess to indicate correct procedure at the tea table.
- T F 39. It is impolite for a guest to state a preference for lemon or sugar.
- T F 40. A formal invitation is written in the third person.
- T F 41. A woman guest at a formal tea should not remove her hat.
- T F 42. Guests may help themselves freely to sandwiches and other foods at a formal tea.
- T F 43. A hostess should never apologize to a guest for poor service.
- T F 44. If a guest has spoken to the hosts and chaperons upon arrival, it is not necessary to do so again when leaving.
- T F 45. A young woman should not accept an invitation to the home of a young man unless the invitation is issued by his mother.
- T F 46. A week-end guest may show her appreciation for hospitality by giving some small gift to the hostess.
- T F 47. When a "bread and butter" gift has been given, it is unnecessary to send a "thank you" note to the hostess.
- T F 48. When a young lady is brought home late, she should invite the gentleman who accompanied her "to come in for a few minutes."

HOW MUCH ETIQUETTE DO YOU KNOW?—(Cont.)

- T F 49. The woman should precede the man with whom she has dined, in leaving a restaurant.
- T F 50. When a meal is served at a fixed price, the service is called "à la carte."
- T F 51. If a girl is being served an artichoke for the first time, she may say that she has never eaten one before and ask how to go about it.
- T F 52. It is customary to leave a twenty-five per cent tip for the waiter in the restaurant.
- T F 53. Chewing gum in public does not detract from the charming appearance of a woman.
- T F 54. It is sometimes good taste to be conspicuous in public.
- T F 55. When a party is over, it is quite good taste to dash out hurriedly. This will save the chaperons and hostess the inconvenience of hearing an endless number of "Good nights."
- T F 56. A servant need never be thanked for services rendered.
- T F 57. It is better to break a rule of etiquette than to hurt another's feelings.
- T F 58. Perfect manners make up for the lack of genuine interest in others.

(Complete these sentences.)

1. In a restaurant, gloves and purse are left_____.
2. The customary tip for the waitress in a restaurant is_____ of the bill.
3. When a "red cap" carries a light bag the customary tip is_____ cents.
4. It_____ customary to tip taxi drivers in large cities.
5. In a Pullman, the occupant of the upper berth rides in the seat facing _____.
6. When signing a hotel register, Mary Smith should write her name as follows:_____.
7. The proper position of the left hand when it is not being used during a meal is_____.

HOW MUCH ETIQUETTE DO YOU KNOW?—(Cont.)

8. An ear of corn should be _____ buttered, then held _____ when being eaten.
9. A host, in offering to give his guest a second helping of meat, should say, _____.
10. If a guest has spoken to the hosts and chaperons upon arrival, it _____ necessary to do so again before leaving.
11. When introducing Mr. Jones and Miss Brown, a girl may say, _____.
12. The correct response to an introduction is: _____.
13. When introducing her mother and her roommate, a girl may say, _____.
14. When introducing a girl friend and the president of her college, a girl should say, _____.
15. When a person leaves the table before the others do, she should say to the hostess, _____.
16. A person who accidentally jostles another may say, _____.

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Health

*N*O GIRL CAN ACQUIRE charm without a reasonable degree of health. Ten thousand men and women in a large university were asked to list the qualities which they considered most essential to a charming personality. Seventy per cent of these students placed health first. All included health on their lists. Why? Because health is essential to beauty and right thinking. A person who is tired, ill, or in pain will find it difficult to be pleasant and will find it almost impossible to be mentally objective. The feelings of a person in poor health will creep into her facial expression when she is not on guard. Her thoughts will revert to her own physical discomfort, and she will be egocentric in spite of her will.

The care given the health will be repaid numberless times every day throughout one's life. It will be repaid in the joy of living, in the number of one's friends, in better positions, and in a happier home life.

Almost every girl can have reasonably good health if she will follow the laws of healthful living. The necessary requisites for good health are pure air and sunlight, proper food, plenty of sleep, regular exercise, a normal physical body, and an observance of the laws of hygiene.

Pure Air and Sunlight

Pure air is necessary at all times. To insure health, classrooms, living rooms, and sleeping rooms must be well ventilated. Daily exercise should be taken in the open air. Drowsiness is often the result of stale or very warm air. The girl who is having difficulty in staying awake in class, or while she studies, will find cool, fresh air helpful. If the drowsy student will step into the open air for a few deep breaths, she will be able to concentrate again.

Direct sunlight is vital to good health. From the sun's rays is secured vitamin D. This vitamin is needed for building bones and teeth, for the utilization of the lime and phosphorus of food, and for transmitting nerve impulses to the muscles. To secure vitamin D, as much skin should be exposed to the direct rays of the sun as possible. Sunshine through ordinary window glass loses the effect of its ultraviolet rays. When sufficient sunlight is not possible, its benefits may be supplemented through the diet.

Diet

Food is needed for energy, for growth, for replacement of worn-out tissues, and for the regulation of body processes. The amount of food needed depends upon the size of the individual, her vitality, and her activities.

The food elements needed by the body may be divided into the following groups: water, protein, carbohydrates, fats, vitamins, and minerals. Under ordinary conditions, each individual needs about three quarts of *water* a day. About two-thirds of this amount is supplied by the ordinary diet. The remainder must be taken in the form of drink. Although the thirst is a fairly reliable criterion of the amount of water needed by a person, there is more danger of getting too little fluid than of getting too much.

Proteins contain the nitrogenous contents out of which new tissue is made and worn-out tissue is repaired. Consequently, protein is an essential of diet. Meat, cheese, eggs, and milk furnish most of the protein.

The carbohydrates—the sugars and the starches—furnish heat and energy for the body. Because most of the digestion of carbohydrates takes place in the mouth, thorough mastication of all foods is important. A girl's need of carbohydrates depends greatly upon her physical activity.

Fats in the diet come from both animal and vegetable sources. The oxidation of fats produces energy, carbon dioxide, and water. Amounts of fat above the current need are stored as body fat.

Vitamins provide no heat, no energy, and no material for tissue building; yet they are necessary for nutrition. The exact manner in which vitamins affect nutrition is not known. It is known that the presence of a small amount of them influences health tremendously, while the lack of any one of them is detrimental to health.

For convenience, the most important vitamins are designated A, B, C, D, E, and G.

Vitamin A is found in butter, green vegetables, egg yolks, and fish-liver oils. A deficiency of this element in the diet causes loss of appetite, retardation of growth, poor teeth, physical weakness, and susceptibility to infection.

Vitamin B is supplied in the diet by nuts, whole-wheat cereal, leafy vegetables, and fruit. The lack of this vitamin in the diet may cause nervousness, loss of appetite, or beriberi.

Vitamin C is found in lemon juice, orange juice, tomato juice, and leafy vegetables. A deficiency in this vitamin often causes bleeding gums, anemia, fragility of bones, and scurvy.

Vitamin D is called the antirickets vitamin. It is found in milk, cereals, egg yolks, breads, fish, and sunshine. The

results of the lack of vitamin D in the diet are: poor bones, poor teeth, nervousness, and rickets.

Vitamin G is distributed through cereals, fruits, yeast, vegetables, and dairy products. Such meats as kidney and liver are the best sources of this vitamin. Not much is known of this vitamin, but it is known that the lack of it causes growth failure, skin rashes, digestive disturbances, and pellagra.

All of these elements are necessary to health. Most diet fads are harmful, as they eliminate certain foods from the diet. The essential thing to remember is to eat three good meals a day and no more. Eat a variety of foods, masticate thoroughly, and be sure that the surroundings are pleasant. Unpleasant conversation or unhappy surroundings interfere with digestion.

Digestion

The health of most people would improve remarkably if better eating habits were cultivated. Eating should be treated as an art. The food should be attractive, the surroundings should be pleasant, and the food should be eaten in a leisurely manner.

The appearance, the odor, and even the thought of good food will start the flow of the saliva and the gastric juices. If the food looks delicious, digestion is started before the food enters the mouth.

Pleasant manners at the table are essential to digestion. Everyone should be congenial and even-tempered. Table conversation should deal with cheerful subjects only. The troubles and trials of the day should not be talked about at mealtime. Fatigue also causes indigestion. The custom in most colleges for the students to rest, bathe, and change clothes before dinner is based upon health requisites.

Emotions of fear, pain, anger, worry, or grief will pre-

vent the secretions of the digestive fluids, and as a result will interfere with digestion.

The first process of digestion takes place in the mouth. If food is masticated so thoroughly that it disappears, then the other digestive organs will not be so overworked. Hurrried eating, with the bolting of food, is one of the chief causes that bring students to the school infirmary.

"Indigestion" is a term used for nausea, cramps in the stomach, loss of appetite, vomiting, and diarrhea. Since these may also be symptoms of appendicitis, gallstones, ulcers of the stomach, cancer of the stomach or the intestines, or nervous disorders, any one of these disturbances deserves careful diagnosis by a competent physician.

Sleep

Sleep is a great healer. It allows the body and mind to recover from the fatigue resulting from the day's activities. The loss of sleep for a night or two may be made up, but too little sleep night after night will undermine good health and turn a cheerful disposition into a cross, irritable one.

The average student requires eight hours of restful, sound sleep each night if she is to do successful mental work. A girl who is not in the best of health requires at least nine hours of sleep. One who eats heartily will require more sleep than one who eats little. The one who masticates her food will require less sleep than one who masticates less thoroughly. Each individual should determine the amount of sleep she needs in order to feel at her best, and should plan to get that amount.

The enemies of sleep

These are: noise, light, overexercise, excitement, physical discomfort, and mental fatigue.

Night noises are disturbing until they become familiar. Experiments show that even though the noises are familiar, a person sleeps better in quiet surroundings.

It is difficult to sleep where a light shines in the eyes. Although the eyelids are closed, the light penetrates through them. Every effort should be made to keep the light out of a room where someone is sleeping.

Stimulation by food or exercise just before going to bed may prevent sleep. The person who has exercised to the point of exhaustion may be too tired to sleep.

Physical comfort

Physical comfort is necessary for sleeping. A lumpy mattress, creaky springs, or a cramped position of the body may prevent sound sleep. Extremes of temperature also prevent rest. The covers must be ample for warmth, but not heavy, for sleep is not sound when the body is too hot or too cold.

Mental weariness and worry

These are the greatest causes of sleeplessness. Often a student studies so long or worries so much over an examination that she cannot go to sleep. A moderate amount of outdoor exercise will help her to relax. A person who has difficulty in going to sleep should try some of these very simple exercises which can be taken in bed:

1. Lie on the back and stretch out full length. Place the hands behind the head and bend forward as far as possible. Relax and repeat.
2. Keeping the feet down and the knees straight, touch the toes with the finger tips. Relax and repeat.
3. Stretch the arms straight over the head. Stretch the heels down and the head and shoulders up. Twist the left hip over as far as it will go, while the shoulders stay on the bed. Relax and twist the right hip in the same manner. Keep the hips on the bed

and twist the left shoulder to the right. Stretch hard. Relax and twist the right shoulder. Stretch hard. Relax.

4. Bring the right knee up into the chest. Pull hard. Slide the right leg back on the bed. Relax. Bring up the left knee into the chest. Pull hard. Slide the left leg back on the bed. Relax. Alternate relaxing and stretching.

5. Tighten the muscles of the toes, then those of the legs. Continue tightening the muscles through the whole body, until the fingers are clenched. Start relaxing the toes, and let the relaxed feeling creep up through the entire body. Reverse the order of the exercise by starting with the fingers.

6. Stretch out at full length in a comfortable position and lie heavily on the bed.

Exercise

Exercise is important for good health and for a good figure. The increased heart beat, deeper breathing, improved appetite, and stimulation of elimination are all healthful effects of exercise. A good figure is produced by changing flabby muscles into hard, firm ones. The best way to do this is by participation in outdoor sports. General setting-up exercises taken in the fresh air may be substituted for active sports if necessary. Most girls need more than general exercises: they need some special corrective exercise for poor posture, for a bad figure, or for nervousness. The posture and figure exercises have been given in Chapter III. Exercises that prevent nervousness and encourage good posture are those that keep the spine supple. The principal exercises for a good figure are those which are designed to strengthen the muscles of the abdomen and back.

1. To prevent nervousness.

a. Stand with the back to a chair and about three feet away from it. Grasp the back of the chair, throw the head back, keep most of the weight on the heels, and arch the back. This position, if held for a few minutes, will relieve much of the nervous tension in the back and shoulders.

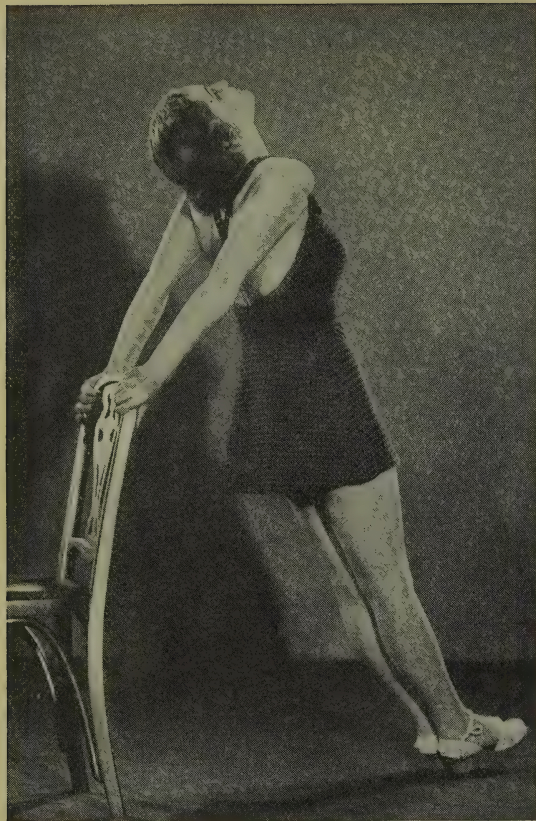


Fig. 41. This position, if held for a few minutes, will relieve much of the nervous tension in the back and shoulders.

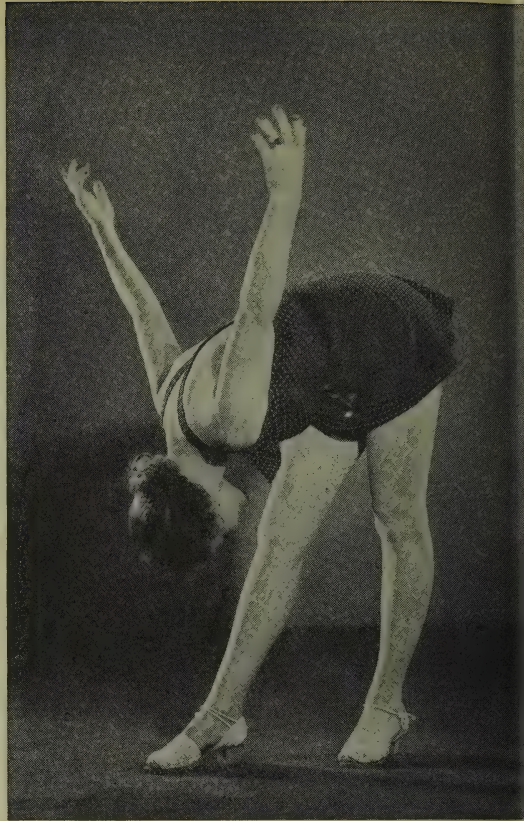


Fig. 42. Bend forward and place the forehead on the knee, at the same time throwing the arms up and back.

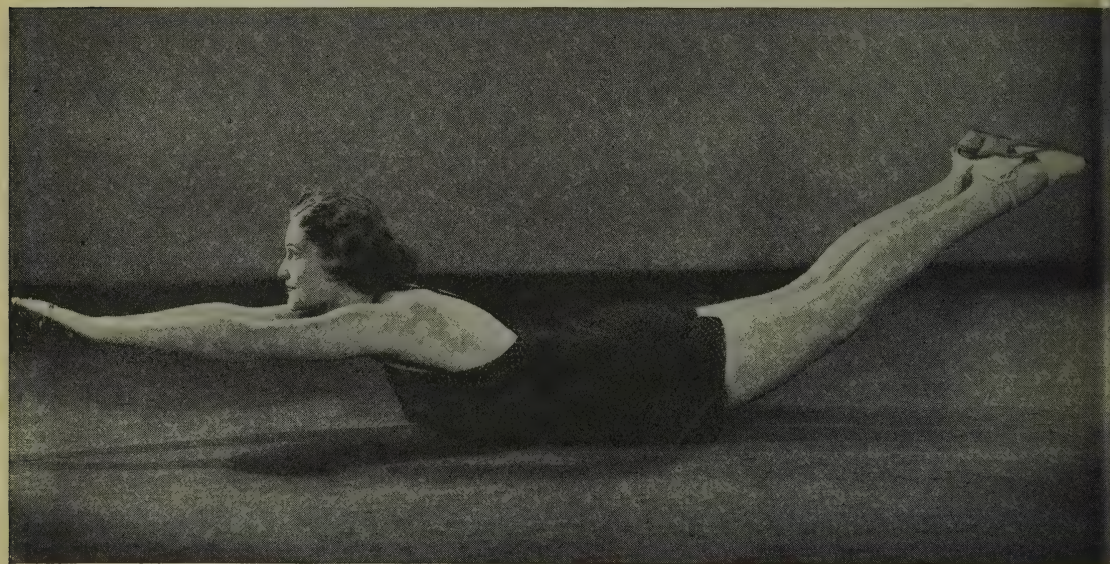


Fig. 43. Strengthen abdominal muscles by raising both the arms and legs off the floor at the same time.

Posed by Helen Macfadden for "Physical Culture Magazine."

Fig. 44. Grasp the feet with the hands and pull until the chest is raised off the floor.



Fig. 45. Try to touch the toe with the hands.



Fig. 46. Rest the weight on the left arm and stretch the right arm upward.



b. Stand tall, with one foot ahead of the other. Bend forward and try to place the forehead on the knee. At the same time, throw the arms up and back. Stretch hard. Relax.

2. To strengthen abdominal muscles.

a. Lie face-down on the floor, with the arms and legs stretched out straight. Raise both the arms and legs off the floor at the same time. Pull them up as high as possible. Hold for a few seconds, and then relax.

b. Lie face-down on the floor and bend the feet back over the body. Grasp the feet with the hands, and pull until the chest is raised off the floor. Pull hard for a few seconds. Relax.

c. Rest on the left knee and extend the right foot forward, keeping the knee straight. Try to touch the toe of the right foot with the hands.

Swing the body backward. Rest the weight on the left arm and stretch the right arm upward. Hold this position for a few seconds. Relax.

d. Lie on the back. Raise both feet slowly off the floor, then lower them just as slowly. Relax and repeat.

3. To prevent flabby hips and legs.

a. Stand with the right hand against a wall and swing the left foot like a pendulum. Keep the knee straight and the toe pointed. Repeat, using the left hand and the right foot.

b. Stand back of a chair and swing one foot over the back of the chair. Repeat several times, alternating the feet.

Exercise to the point of exhaustion is detrimental to health. A girl who is underweight, who often feels tired, or who has heart trouble should consult a doctor before she plans a program of exercises.

The Eyes

Clear, sparkling eyes will make a girl attractive in spite of many handicaps. Eyes, however, require careful attention, as the long hours of study and the outdoor sports of the college girl cause strain and fatigue.

The prevention of eye strain is most essential. A girl should study with a good light focused on her work, and should never read lying down. Frequently looking away at a distance while doing close work will rest the eyes. Colored glasses will protect the eyes from the glare of the sun. The girl who suffers from eye strain and headaches should have her eyes tested by an oculist. If the doctor thinks it necessary, she should not hesitate to wear glasses.

Bathing the eyes once a day with boric acid or salt water solution will prove restful. Small cotton pads dipped in hot water or in hot boric acid solution and placed over the eyes will relieve the feeling and appearance of strain.

There is much graft in commercialized eye lotions and eye washes. Some are even dangerous. The dilute solutions mentioned above are inexpensive and are as good as any of the most expensive commercial solutions.

Every girl who wishes to preserve that twinkle in her eyes must get eight hours of sleep every night.

The Feet

Comfortable feet are essential to a pleasing personality. Since charm is dependent upon the ability to forget oneself, painful feet make being charming a most arduous task. Every person has had the experience of having aching feet when she wanted to be considered attractive. Instead of the carefree look which she hoped to wear, there was a pained, worried scowl. All this could have been avoided by proper foot care and by well-fitted shoes.

The feet are the most overworked part of the body. Authorities say that nine out of every ten persons eventually suffer with some sort of foot trouble. Many suffer all their lives, not knowing that foot trouble is really the source of the ailment. Much of this trouble is caused by improper

use of the feet in standing and walking. Incorrect posture may be caused by the pressure of an ill-fitting shoe.

When a person stands, the toes should be pointed straight ahead, the ankles kept straight, and the weight supported on the outside of the feet. This position can be checked frequently by gripping the floor with the toes. Those who stand in this way can have comfortable feet even after long periods of standing.

In walking, it is important that the body be not jarred. The heels should be set down lightly, not ground into the floor. The outside of the heel should be placed on the ground and followed by the little toe and then the great toe. One who walks well swings along easily and rhythmically, toeing straight ahead.

Care of the feet

The care of the feet should be as systematic as the care of the face, hands, and body. The nails should be trimmed straight across. Enough nail should be left to prevent the shoe from irritating the toe. Cutting the corners back often causes the nail to become ingrown. The toe nails should be trimmed about once a week. Many keep them polished as beautifully as the finger nails. This is an excellent practice. Daily care is suggested for those who wish maximum foot efficiency:

1. The feet should be washed with good soap and warm water once or twice daily.
2. A fine, soft brush will keep the toe nails in good condition.
3. The feet should be dried with a vigorous massage to stimulate circulation.
4. The surface between the toes should be patted dry, as any dampness between the toes causes them to blister and peel. Such irritations are susceptible to skin diseases.

5. The cuticle about the nails should be pushed back with an orange stick.
6. The feet should be dusted with powder before clean hose are put on.

For excessive perspiration of the feet, boric acid powder should be added to the foot bath. The feet should be rinsed in cold water, the stockings should be rinsed in water containing boric acid, and the shoes dusted with boric acid powder. If the condition persists, the cause may be systemic, and professional advice should be secured.

Exercise is recommended to strengthen the foot muscles:

1. Balance on one foot and then on the other while putting on shoes and stockings.
2. Rise on the toes. Try to grasp the floor with the toes. Lower the heels slowly. Repeat several times.
3. Stand barefooted on a block of wood or on a step. Grasp the edge with the toes.
4. Curl the toes under the foot as if grasping something.
5. Sit on a chair with the knees crossed. Describe a circle with the toe of the upper foot. Make the circle first to the left, then to the right. Repeat, using the other foot.
6. Place knees, ankles, and feet together. Separate the ankles without separating the knees or moving the feet.
7. Stand on tiptoe and rock up and down.

Calluses are a thickening of the skin caused by some form of irritation, and are nature's way of protecting the delicate structure beneath the skin from direct friction or pressure. Calluses on the soles of the feet are usually caused by improper footwear. Calluses on the top of the toes are caused from pressure against the top of the shoe. Soft corns between the toes are the result of improperly drying the feet. When a corn first appears as a small, hard speck, a small piece of adhesive tape should be placed over it. It will then become soft and will be removed with the tape. If the corn has become thick enough to cause dis-

comfort, the feet should be bathed in warm salt water for about twenty minutes, and then rubbed with a coarse towel. Adhesive tape or felt pads should be placed over the corns to relieve pressure. A foot that is very dry and calloused should be massaged with lanolin.

Tired feet can be relieved by the following treatments:

1. Bathe in warm water to which Epsom salts has been added.
2. Massage with a good lotion. Place the thumb on the top of the foot and knead the ball of the foot and the instep. At the finish, each toe should be given a vigorous pull. This treatment is surprisingly restful.
3. Rub with alcohol or witch hazel. Either is especially useful because it is quickly applied and restful and cooling.

After any of the above treatments, the feet should be dusted with powder, and clean hose and fresh shoes put on. The feet will then be ready for many more hours of hard use.

The Teeth

The teeth affect the appearance, the voice, and the health. If the teeth are straight, white, and set closely together, they add much to the beauty of a smile. Uneven, protruding, or discolored teeth can make an otherwise beautiful face seem homely.

The voice is affected by protruding teeth or wide spaces between the teeth. So much air escapes between the teeth that the *s* and *c* sounds seem to hiss. This is annoying to the listener.

Strong, well-formed teeth aid digestion. Cavities in the teeth collect food, which decays, causing unpleasant breath and indigestion.

The girl who has malformed teeth should have them straightened while she is young. The work should be done by a reliable dentist who specializes in straightening teeth.

The potentiality for good teeth is largely determined

before a child is born. A well-balanced diet helps build good teeth. Rapidly decaying teeth often indicate the need of a change in diet, or an unhealthy systemic condition. A physician should be consulted in either case. However, a person can do much to preserve her teeth by daily care:

1. Brush the teeth after each meal and before going to bed at night. The last is most important.
2. Use a stiff toothbrush with uneven bristles.
3. Brush with rotary, across, and up-and-down motions.
4. Tooth powder is usually considered better than tooth paste. Choose a tooth powder which does not scratch. Many dentists recommend a simple mixture of salt and soda as a superior dentifrice.
5. Two or three toothbrushes should be used alternately so that a brush with dry bristles will always be available.
6. Food particles which have lodged between the teeth should be removed with dental floss or a tooth pick.
7. The teeth should be examined and cleaned every six months by a reliable dentist.

Menstruation

The beginning of menstruation is an indication that a girl is physically mature and that reproduction is possible. This usually begins between the ages of eleven and sixteen. The lining of the uterus becomes thickened in preparation for the reception of the fertilized ovum. When fertilization does not take place, this thickened lining sloughs off, and is discharged with bleeding. This occurs about every twenty-eight days and lasts from three to five days.

Since menstruation is a normal process, it should give little inconvenience. About eighty-five per cent of girls have no discomfort or pain during the menstrual period. The few who do should consult a physician. Sometimes exercises taken between menstrual periods will lessen the pain.

Such an exercise is to sit on the floor with the feet crossed. Stretch the arms above the head and press backward from the shoulders down. Bend as far backwards as possible without losing balance. Do this about ten times. Relax. Increase the exercise as the muscles become stronger.

Unfortunately, some girls are taught that menstruation is a "sickness" and that they should be treated as invalids during this period. On the contrary, normal activity should be continued, as exercise increases circulation and prevents the congestion of blood which causes the discomfort. A normal girl may take a long walk on the first day of the menstrual period. This will benefit her far more than a few hours in bed. Strenuous games or jumping should be avoided.

The menstrual period requires utmost cleanliness. Since extremes of temperature are harmful at this time, a warm bath before retiring is better than a morning bath. A daily bath is necessary. Sanitary pads should be changed at least five times daily. Odors can be prevented if soap and water are used each time a sanitary napkin is changed. A deodorant powder sifted on the pad will assist in preventing odors. However, this must not be relied upon as a substitute for clean napkins.

Constipation

The American people spend fifty million dollars annually for cathartics. This would seem to show either that constipation is very prevalent or that the American public can be easily duped by advertisements. Students are especially subjected to constipation because of their sedentary lives.

Most people consider one bowel movement a day necessary. Others think that two or three movements a day are

needed. Nature follows no definite rules. There are individual differences in this as in everything else. Much ill health is caused by people trying to regulate defecation of the bowels in accordance with their own ideas of what is right. They take too many cathartics, eat too much roughage, or take too many enemas. All these things tend to weaken the muscles. As a rule, the bowels will function best if left alone.

The most frequent causes of constipation are overactivity or underactivity of the muscles of the intestinal tract. Sometimes a laxative is beneficial, but at other times a laxative is harmful. It is best to have a thorough examination to determine the cause of trouble before attempting treatment.

Constipation may be prevented by following a few simple rules:

1. Eat a normal, well-balanced diet. Enough roughage will be provided in fruits and vegetables.

2. Form a regular habit of going to the toilet each morning at a definite time.

3. Develop the habit of relaxation during meals.

4. Drink a reasonable amount of water. A glass of either hot or cold water after rising, or a glass of water containing the juice of half a lemon, will help to develop the habit of defecation.

5. Take regular exercise. The schoolgirl who takes athletics seriously or who goes for daily walks will have sufficient exercise. Others may need to take bending and leg-raising exercises to strengthen the muscles of the abdomen.

Colds

Colds cause more illness than any other disease. Few people go through a winter without at least one cold.

While colds are never fatal and are rarely serious, there are many complications, such as pneumonia, ear and sinus infection, and mastoiditis. A cold is not a clear-cut disease, for there are several types of colds. A person may have one type today and another type tomorrow.

Cause

The cause of colds seems to be either a filtrable virus or bacteria. The cold-producing bacteria are much larger than the virus.

A "virus cold" usually starts with a stuffiness of the nose, sneezing, a sore throat, and a headache. If there is no secondary infection, this type of cold usually lasts about a week.

Most of the colds caused by bacteria start with a sore throat and develop infection of the nasal passages later.

The cold virus is found in the nose for about three or four days. This indicates that a person is infectious while he is coming down with a cold. He ceases to communicate the cold after the first few days. People usually contract a cold within seventy-two hours after they have come in contact with the cold germ.

Anything which irritates the membranes of the nose and throat may produce symptoms of a cold. Dust in the atmosphere, overheated air in a room, or gases in a manufacturing plant may predispose people to colds. Fatigue, overeating, malnutrition, nervousness, and poor ventilation cause people to be susceptible to colds.

Prevention

Colds may be prevented by building up the general health. A person who gets adequate rest, takes sufficient exercise, and follows a correct diet will seldom be susceptible to colds. Avoiding exposure to cold bacteria and virus may also prevent taking cold.

Treatment

The treatment for colds is simple. No treatment known will cure a cold, but it is possible to decrease the severity of the symptoms. A person who has a cold should go to bed to increase general resistance, to protect others from exposure, and to insure even body temperature. The patient should eat lightly, drink plenty of water, and avoid constipation. Commercial "cold cures" and commercial gargles have little value. A gargle made of one-half teaspoonful of salt in a glass of hot water is as effective as any of the most expensive commercial gargles, some of which are actually harmful. If a temperature accompanies the cold, a physician should be consulted.

Weight

What is the correct weight for a girl? This often-asked question is difficult to answer, for weight varies with the build, the temperament, and the age. A tall girl with long legs should weigh less than another girl of the same height who has a tall body. The size and weight of the bones vary so much that the total body weight is difficult to determine. Some individuals have so much energy and move so quickly that they are naturally thin. Another factor is age. As a person gets older, the weight should increase.

Best weight

The best weight is that at which the body functions most effectively. Life insurance statistics show that the average weight of girls five feet tall, between the ages of 15 and 19, is 109 pounds. Three pounds should be added for each inch increase in height. The average weight does not always indicate the best weight. Women under thirty,

who are in good health, should weigh slightly more than the average. The added weight helps to prevent disease.

A rapid change of weight without a satisfactory reason should receive immediate attention.

Underweight

Underweight may be caused by insufficient food, fatigue, worry, mental strain, or disease. Usually the person who is from 15 per cent to 20 per cent underweight lacks energy and endurance. This person should have a thorough physical examination by a competent physician, who can advise the patient as to the rest, the exercise, and the diet she needs. The girl who wishes to gain weight should find the following suggestions helpful:

1. Get more than eight hours of sleep each night.
2. Avoid hurried eating.
3. Eat three well-balanced meals each day at regular times. Avoid eating between meals.
4. Take moderate exercise. Abstain from fatigue.
5. Make sure of proper elimination.
6. Drink milk between meals. Cod liver oil or halibut liver oil is sometimes considered essential.

Overweight

Overweight may be caused by a glandular disturbance, too much food, insufficient exercise, or disease. Many women consider themselves overweight when they are not. Some fat is needed to protect the body from jars and bruises, and to hold the organs in place.

The first step in reducing weight is to have a physician's diagnosis as to the cause of the overweight. No girl should use reducing drugs, soaps, creams, pills, powders, or advertised rollers without the approval of her physician. Any of these may be harmful.

The physician must determine the amount of time needed to eliminate the overweight. It is best to lose weight slowly; from one to two pounds a week is sufficient loss.

A diet should be planned which will be adequate to protect the health and at the same time allow loss of weight. Three meals a day are needed. No food should be eaten between meals. A weekly check should be made on the loss of weight.

The exercises taken by the overweight girl must also be approved by a doctor. Swimming, skating, hiking, and competitive games are, as a rule, more effective than formal exercises.

Too much weight or not enough weight affects the appearance of a girl to such an extent that there is usually a strong psychological reaction. Individuals who are overweight or underweight frequently become egocentric introverts. They often become so miserably self-conscious that they shun society. These girls should do all within their power to gain normal weight. If health does not permit the necessary diet and exercise, the problem of dress should be studied in order to camouflage the figure as much as possible. Many heavy girls appear well-dressed and attractive. It takes thought, attention to detail, and eternal vigilance for the overweight girl to achieve a well-groomed appearance. After this is achieved, she should then forget herself and concentrate on making friends, being successful in her studies, and cultivating hobbies.

Mental Health

Much ill health is caused by emotional maladjustments. These psychological difficulties are based on childhood experiences which have occurred before the person had the ability to control the forces which affected her and before

she understood her reactions to those forces. Before the age of discretion is reached, emotional habits have been developed. These habits are not dangerous for the personality unless they are so great or so frequent as to interfere definitely with the individual's happiness or efficiency.

Emotional disturbances are not likely to be serious in a schoolgirl who has many friends, who participates in the school activities, and who is socially integrated. The girl who knows what she wants out of life and is willing to face difficulties to achieve her goal is usually emotionally well-balanced. A girl must know herself, her abilities, and her handicaps. She must not set her goal too high. Many people suffer hopeless frustration because they set goals for themselves beyond what they are able to achieve. There is also a danger that a person will use her handicaps as an excuse for never attempting any worth-while work.

Each girl should have a plan of life which satisfies her emotional needs. It should be built upon evaluation, design, and control. The plan is best realized by the person who, in addition to her chief work, cultivates a taste for literature, art, and music, takes an interest in public affairs, cherishes a hobby, enjoys play, and is interested in her friends.

Projects

1. Have a doctor give you a thorough physical examination. With the information secured from him, fill out the chart on the opposite page.
2. Plan well-balanced menus for an entire day. Be sure that they contain all the necessary food elements for your needs. Indicate the amount you should eat in order to comply with your calorie requirements.

Discussion Topics

1. The importance of good health.
2. How can a student preserve good health?
3. What are the chief destroyers of health?

GENERAL HEALTH

Condition	First Semester	Second Semester
Right eye		
Left eye		
Right ear		
Left ear		
Throat		
Teeth		
Headaches		
Constipation		
Menstruation		
Skin		
Heart		
Pulse		
Operations		
Feet		

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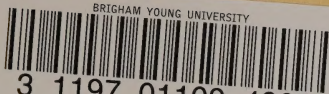
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